

In the Name of Allah  
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# Research Methodology

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This Research Methodology, a Simplified Course-Book focuses on teaching Research Methodology and writing English bachelor educational research (EBER) to the 4th-Year-English-Bachelor students, of the year 2020-2021, 2nd Semester 2020-2021, in the Department of English, Zabid-Faculty of Education, Hodeidah University, and Al-Hudaydah, Yemen. The Yemeni students will study some important knowledge of research methodology for writing well-structured, well-supported, and well-argued English Bachelor Educational Research in ELT / EFL, English Literary Studies or Linguistics before graduating.

**A Simplified  
Course-Book**

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## Section 1: Introduction

This simplified course-book of Research Methodology focuses on teaching Research Methodology and writing English bachelor educational research to the 4<sup>th</sup>-Year-English-Bachelor students, of the year 2020-2021, 2nd Semester 2020-2021, in the Department of English, Zabid-Faculty of Education, Hodeidah University, and Al-Hudaydah, Yemen. Dr. Abdullah M. M. Ali Shaghi compiles it. He is an Assistant Professor of Linguistics, Ph.D. in Linguistics from Aligarh Muslim University (A.M.U.), U.P., India, 2010, M.A. in Linguistics from JNU, New Delhi, India in 2006, and Bachelor in English from Hodeida University (HU), Hodeidah, Yemen, 1996.

The simplified course-book of Research Methodology aims at developing the Yemeni students' awareness of writing English bachelor educational research in connection with the English Language as a foreign language in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid Faculty of Education, Hodeidah University). The Yemeni students will study some important knowledge for Research Methodology and for writing English bachelor educational research.

As a B.Ed. in English Program Learning Objective, we want all fourth-Year English students in the B.Ed. in English program to have written at least on well-structured, well-supported, and well-argued English Bachelor Educational Research in ELT / EFL, English Literary Studies or Linguistics before graduating.

As regard to Research Methodology and Areas of English Bachelor Educational Research, the Objective of this simplified course-book is particularly to pay attention to the most important dimension of Research i.e., Research Methodology. It will enable the undergraduate Yemeni students of English Studies to develop the most appropriate methodology for their Research Studies. The assignment of the simplified course-book is to teach research skills to the beginners and help improve the quality of research by the existing researchers. The design of the simplified course-book structure is illustrated in a way that

the learning of Research Methodology can move from a teaching process to investigational process, from memorizing to brainstorming / thinking, from clearing the examination to feedback learning, from knowledge transfer to knowledge creation.

The Research Methodology and the English Bachelor Educational Research at the Department of English studies and ELT Methodology covers most of the areas and aspects of English. All our English Bachelor Educational Researches together aspire to provide a coherent and comprehensive synchronic description of the ELT / EFL, English Literary Studies and Linguistics.

In addition to basic disciplines (teaching methods, preparing teaching materials, testing and evaluation, novel, drama, poetry, practical criticism, phonetics, phonology, morphology and syntax), research interests revolve around the evaluation of handouts or simplified course-books taught in the English department, the linguistic analysis, the contrastive analysis, the comparative study, and the critical analysis of literary works.). The important principle of our English Bachelor Educational Research is to apply a contrastive analysis / study of English versus Arabic (or any Yemeni Arabic Dialect) and to nurture the linguistic and literary arms of research and teaching / education of research methodology simultaneously.

A feature, unique in Yemen, of the research carried out at the Department of English in Zabid Faculty of Education is the close link between synchronic description and linguistic analysis and critical analysis of literary works. The fundamental methodological starting point applied by the department in its English bachelor educational researches is the recent conventions and guidelines for writing English bachelor educational researches that follow APA or MLA styles. At the same time, the English department in Zabid-Faculty of Education continues to respond to the latest major developments in ELT/ EFL, English Literary Studies and Linguistics (English and Arabic) in the world. The Department's overall orientation is to promote the direct link between the English bachelor educational research activities and the

teaching of research methodology. The B.Ed. bachelor degree program in English Department includes academic training towards enabling undergraduate 4th year English students to write English bachelor educational research in English Language Teaching, English Literary Studies, and Linguistics).

The organization of this simplified course-book is as follows: Section 1: Introduction. Section 2: Meaning and Nature of Research. Section 3: Objectives of Research and Motivation in Research. Section 4: Research Methods vs. Research Methodology. Section 5: Research and Scientific Method. Section 6: Types of Research. Section 7: Other Types of Research Methods. Section 8: Related Terms to Research and Research Methods. Section 9: Guidelines for Writing the English bachelor educational research. Section 10: Useful Phrases in the English Bachelor Educational Research. Section 11: Writing and Submitting the English Bachelor Educational Research.

Sources, References and Bibliographies, Appendix 1: Title Page. Appendix 2: Certificate of the Supervisor. Appendix 3: Declaration of Academic Integrity. Appendix 4: Dedication. Appendix 5: Acknowledgement. Appendix 6: Abstract in English and Arabic. Appendix 7: Table of Contents. Appendix 8: Previous Exam Question Papers. Appendix 9: English Bachelor Educational Research Assessment.

## **Simplified Course-Book Requirements and Examinations**

English Bachelor Educational Research (EBER): % 30

Final Regular Exam: % 70

Besides the English bachelor educational research, there will be a cumulative final examination given during the final examination period.

## **Participation and Attendance**

Participation includes regular attendance, preparation of class materials and readings, and active contribution. Think about what you are

learning, and be ready to participate when you come to class. Please ask questions if you do not understand or even if you do. If you are having any problem, or if you just want to discuss specific issues see me after class. Attend class! Attendance is important to understanding the material since we will try to show corrections of writing English bachelor educational researches in our class discussions. If you are going to miss class for a good reason, it is a good idea to let me know ahead of time if possible.

## **Who am I?**

To learn more about me, search my name “shaghi, / abdullah.shaghi / drabdullahshaghi / abdullahshaghi / dr\_abdullah\_shaghi / abulbaraa shaghi” on my website (where you can download all the lectures and models of final examinations):

<http://abdullahshaghi2012.wordpress.com/> as well as on my Gmail / google drive / google blogger, LinkedIn.com, academia.com, scribd.com, or archive.org

([https://archive.org/details/@dr\\_abdullah\\_shaghi](https://archive.org/details/@dr_abdullah_shaghi)). My 16-digit ORCID identifier is 0000-0002-6238-2492, and my full ORCID ID and the link to my public record is <https://orcid.org/0000-0002-6238-2492>.

## **Acknowledgments**

The author of this simplified course-book of Research Methodology would like to thank all of those (colleagues and students) who have invest time and effort into this simplified course-book. This simplified course-book would not have been possible without them. The production of this simplified course-book was with the following open-source program: (archive.org). Students and interested readers can find the author’s own uploads in the link:

([https://archive.org/details/@dr\\_abdullah\\_shaghi](https://archive.org/details/@dr_abdullah_shaghi)).

## **Section 2: Meaning and Nature of Research**

Research in common parlance refers to a search for knowledge. The Advanced Learner's Dictionary of Current English defines the research as "careful investigation or inquiry through search for new facts in any branch of knowledge". Redman and Mory defines research as "Systemized efforts to gain new knowledge". Some people consider research as a movement, a movement from the known to unknown.

Research is an academic activity and as such, the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions, reaching conclusions, and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

In general, 'research refers to the systematic method consisting of enunciation the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and researching certain conclusions ether in the form of solutions towards the concerned problem or in certain generalization for some theoretically formulation.

In short, the search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. As such, the term 'research' refers to the systematic method.

## **Section 3: Objectives of Research and Motivation in Research**

### **Objectives of Research**

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth, which is hidden and has not been discovered yet. The research objectives are:

1. To learn knowledge of Research Methodology.
2. To verify and test important facts
3. To analyze an event or process or linguistic phenomenon to identify the cause and effect relationship
4. To develop new scientific tools, concepts and theories to solve and understand scientific and nonscientific problems
5. To find solutions to scientific, nonscientific and linguistic problems
6. To write on your own a Bachelor Research Proposal with a specific topic of your choice.
7. To write on your own a English Bachelor Educational Research of that topic using APA or MLA Citation Methods and Styles.

### **Motivation in Research**

The possible motives for doing research may be either one or more of the following:

1. To get a research degree (e.g., B.Ed. degree) along with its significant benefits like better employment, promotion, increment in salary, etc.
2. To get a research degree (e.g., B.Ed. degree) and then to get a teaching position in a Faculty or university or become a scientist in a research institution.
3. To get a knowledge of Research Scholarships and how to write Research Scholarship Proposals.
4. To have inquisitiveness / interest to find new things
5. To get intellectual joy of doing some creative work.



6. To be of service of society.
7. To get respectability.

**Important Note:** There are **Key Learnings**. They involve Bachelor Research Proposal, English bachelor educational research (EBER), and APA or MLA Citation Methods and Styles

## **Section 4: Research Methods vs. Research Methodology**

It seems appropriate now to explain the difference between research methods and research methodology. Research methods may be understood as all those methods / techniques that are used for conduction of research. Research methods or techniques\*, thus, refer to the methods the researchers use in performing research operations. In other words, all those methods that are used by the researcher during the course of studying his research problem are termed as research methods.

Since the object of research, particularly the applied research, it to arrive at a solution for a given problem, the available data and the unknown aspects of the problem, have to be related to each other to make a solution possible. Keeping this in view, research methods can be put into the following three groups:

1. In the first group, we include those methods, which are concerned with the collection of data. These methods will be used where the data already available are not sufficient to arrive at the required solution;
2. The second group consists of those statistical techniques, which are used for establishing relationships between the data and the unknowns;
3. The third group consists of those methods, which are used to evaluate the accuracy of the results obtained.

Research methods falling in the above stated last two groups are generally taken as the analytical tools of research.

Research methodology is a way to solve the research problem systematically. It may be understood as a science of studying how research is done scientifically. In it, we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.

It is necessary for the researcher to know not only the research

methods/techniques but also the methodology. It is also necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem. For example, the scientist has to expose the research decisions to evaluation before they are implemented. He has to specify very clearly, precisely what decisions he selects, and why he selects them so that others can evaluate them also. From what has been stated above, we can say that research methodology has many dimensions and research methods do constitute a part of the research methodology.

The scope of research methodology is wider than that of research methods. Thus, when we talk of research methodology, we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study. We also explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others. Why a research study has been undertaken? How the research problem has been defined? In what way and why the hypothesis has been formulated? What data have been collected and what particular method has been adopted? Why particular technique of analyzing data has been used? These questions and a host of similar other questions are usually answered when we talk of research methodology concerning a research problem or study.

## Section 5: Research and Scientific Method

For a clear perception of the term research, one should know the meaning of scientific method. The two terms, research and scientific method, are closely related.

On the one hand, research, as we have already stated in general, is the systematic method consisting of enunciation the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and researching certain conclusions either in the form of results towards the concerned problem or in certain generalization for some theoretically formulation. It is, in short, the search for knowledge through objective and systematic method of finding solution to a problem.

On the other hand, the philosophy common to all research methods and techniques, although they may vary considerably from one science to another, is usually given the name of scientific method. The scientific method is the search of truth as determined by logical considerations. The ideal of science is to achieve a systematic experimentation, observation, logical arguments, or interrelation of facts from accepted postulates. Thus, the scientific method is, based on certain basic postulates, which can be stated as under:

1. It relies on empirical evidence;
2. It utilizes relevant concepts;
3. It is committed to only objective considerations;
4. It presupposes ethical neutrality, i.e., it aims at nothing but making only adequate and correct statements about population objects;
5. It results into probabilistic predictions;
6. Its methodology is made known to all concerned for critical scrutiny are for use in testing the conclusions through replication;
7. It aims at formulating what can be termed as scientific theories.

Thus, “the scientific method encourages a demanding, impersonal mode of procedure dictated by the demands of logic and objective procedure.” Accordingly, scientific method implies an objective, logical and

systematic method. This means it is: a method free from personal bias or prejudice, a method to ascertain demonstrable qualities of a phenomenon capable of being verified, a method wherein the researcher is guided by the rules of logical reasoning, a method wherein the investigation proceeds in an orderly manner, and a method that implies internal consistency.

## Section 6: Types of Research

In research there are three commonly used research types or designs. These are quantitative research, qualitative research, and mixed research.

**Quantitative Research** follows a deductive research process and involves the collection and analysis of quantitative (i.e., numerical) data to identify statistical relations of variables. Common quantitative research methods include: content (relational) analysis, experiments, observations (scaled ratings, checklists), and surveys (closed-ended, validated scales)

**Qualitative Research** follows an inductive research process and involves the collection and analysis of qualitative (i.e., non-numerical) data to search for patterns, themes, and holistic features. Common qualitative research methods include content (conceptual) analysis, focus groups, observations (narrative, comments), interviews, and surveys (open-ended).

**Mixed Research** combines or mixes quantitative and qualitative research techniques in a single study. Two sub-types of mixed research include mixed method research—using qualitative and quantitative approaches for different phases of the study—and mixed model research—using quantitative and qualitative approaches within or across phases of the study.

## Section 7: Other Types of Research Methods

Given below are other types of research methods that can be done to develop your English bachelor educational researches:

**Practical Research** is a research that involves the practical approach that consists of the empirical study of the topic under research and chiefly consists of hands-on approach. This involves first hand research in the form of questionnaires, surveys, interviews, observations and discussion groups.

**Theoretical Research** is a research that involves a non-empirical approach to research; it usually involves perusal of mostly published works. It is like researching through archives of public libraries, courtrooms and published academic journals.

**Explanatory Research** is a research that involves an explanatory study; the main emphasis is to clarify why and how there is a relationship between two aspects of a situation or phenomenon.

**Exploratory Research** is a research when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study. When a study is carried out to determine its feasibility, it is also called a **feasibility** or **pilot study**.

**Descriptive Research** includes surveys and fact-finding enquiries of different kinds. Its major purpose is description of state of affairs, as it exists at present.

**Analytical Research** is a research in which analytical researchers have to use facts or information already available and analyze these to make a critical development of material.

**Conceptual Research** is related to some abstract ideas or theory. Philosophers and thinkers to develop new concepts or to reinterpret existing one generally use it.

**Empirical Research** relies on experience or observation alone, often without due regards for system and theory. It is data based on research coming up with conclusions, which are capable of being verified, by observation or experiments.

(Source:[https://en.wikipedia.org/wiki/Types\\_of\\_research\\_methods\\_and\\_disciplines#Types\\_of\\_Research/10/03/2016](https://en.wikipedia.org/wiki/Types_of_research_methods_and_disciplines#Types_of_Research/10/03/2016))



## **Section 8: Related Terms to Research and Research Methods**

### **Research Problem**

A research problem, in general, refers to some difficulties, which a researcher experience in the context of either a theoretical or a practical situation and wants to obtain a solution for the same.

### **Necessity of Defining a Problem**

A proper definition of the research problem will enable the researcher to be on the track whereas an ill-defined problem may create difficulty. Questions like: What data are to be collected? What characteristics of data are relevant and need to be studied? What relations are to be explored? What techniques are to be used for the purpose? In addition, similar other questions may crop up in researcher's mind that can well plan his strategy and find answer to these questions. In fact formulation of problem is often more essential than solution. It is only on careful detailing the research problem that we can work out the research design and can smoothly carry on all the consequential steps involved while doing research.

### **Definition of Hypothesis**

Hypothesis is a theory entertained in order to study the facts and examine the validity of the theory. According to Poline V Young, "A provisional central idea which becomes the basis for fruitful investigation is known as a working hypothesis". According to Bernard and Phillips, "Tentative statements about relationship among phenomena hypothesis have been called 'question put to nature' are fundamental in scientific research". Thus, hypothesis may not be a true one. It is a claim for truth. It is a bridge in the process of inquiry or search, which brings with it some felt problem and ends without the resolution of the problem.

## Primary Sources

Sources that provide primary data such as interviews, observations, and questionnaires are called **primary sources**.

## Secondary Sources

Sources that provide secondary data are called secondary sources. Sources such as books, journals, previous research studies, records of an agency, client or patient information already collected and routine service delivery records all form **secondary sources**.

## Primary Data

Information collected for the specific purpose of a study either by the researcher or by someone else is called **primary data**.

## Secondary Data

Sometimes the information required is already available in other sources such as journals, previous reports, censuses and you extract that information for the specific purpose of your study. This type of data which already exists but you extract for the purpose of your study is called **secondary data**.

## Observation

**Observation** is one of the methods for collecting primary data. It is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Though dominantly used in qualitative research, it is also used in quantitative research.

## Evaluation

**Evaluation** is a process that is guided by research principles for reviewing an intervention or Programme in order to make informed

decisions about its desirability and/or identifying changes to enhance its efficiency and effectiveness.

## **Questionnaire**

A **questionnaire** is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondent read the questions, interpret what is expected and then write down the answers. The only difference between an interview schedule and a questionnaire is that in the former it is the interviewer who asks the questions (and, if necessary, explains them) and records the respondent's replies on an interview schedule, while in the latter replies are recorded by the respondents themselves.

## **Bachelor of Education (B.Ed.)**

**Bachelor of Education (B.Ed.)** is an undergraduate professional degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

All above are from

[https://en.wikipedia.org/wiki/Bachelor\\_of\\_Education/10/03/2016](https://en.wikipedia.org/wiki/Bachelor_of_Education/10/03/2016)

In WordNet English Dictionary through lingoes translator 2, we have the following terms:

## **Research Project**

**Research Project** is a research into questions posed by scientific theories and hypotheses; (see scientific research)

## **Scientific Research**

**Scientific Research** is a research into questions posed by scientific theories and hypotheses; (see Research Project above)

## **Bachelor's Degree**

**Bachelor's Degree** is an academic degree conferred on someone who has successfully completed undergraduate studies

## **Originality of Research**

The English Bachelor Educational Research based on the MLA Style guide or the APA Style guide is primarily an English Bachelor Educational Research that is not expected to make a significant contribution to knowledge. However, if it is an original or novel work, an appropriate credit for it will be received. Students should aim at an original synthesis based on the interpretation of data. For example, if an English Bachelor Educational Research based on the MLA Style guide or the APA Style guide is written in the area of English Literary Studies, literary analysis, English language teaching, teaching and learning English, linguistic analysis, etc. It is expected that there will be an original sample or data. The emphasis is on the discussion that derives from them.

## **Plagiarism of Research**

**Plagiarism of Research** is using another person's work, language, ideas, or words without acknowledgement. This also applies to **unpublished materials** (e.g., student theses, lectures, lecture handouts, internet pages). If you want to quote from such materials, document the source clearly. Plagiarism can be avoided by using correct methods for quoting, paraphrasing, summarizing and referencing. **Quoting** means using the exact words of the writer/speaker, whereas **paraphrasing** means restating the words and ideas from a book, an article or a lecture in one's own words. Failure to produce references adequately amounts to plagiarism. Intentional or not, all plagiarism is **theft**; therefore, it will result in the immediate rejection of your EBER.

## **Section 9: Guidelines for Writing the English Bachelor Educational Research**

Preparing and writing your English Bachelor Educational Research s (EBER) is the final phase of accomplishing your university studies. You will specialize in one particular area within either ELT/EFL, Literature (Literary Studies), or Linguistics. For each of the three respective areas, your supervisor will provide assistance in selecting a topic and in supervising your EBER.

### **Choosing a Topic**

One of the most important steps in the process of writing an English Bachelor Educational Research for the English studies is choosing an interesting, engaging topic. A lecturer may offer students a range of topics from which to choose or allow students to choose their own areas of focus. If the teacher does provide a list of possible topics, students may respond by feeling either reassured or stifled by the narrowed topic choices. If students find themselves feeling stifled or have a specific interest in another topic not listed, approach their teacher and express their reservations. He or she may very likely allow students to investigate a topic not on the list. If the instructor does not offer a list of topics and students are having difficulty in choosing their own, consider speaking to the teacher for more guidance. Most importantly, take their time and do not feel rushed to choose a specific topic.

Their choice of topic will influence both the effort student invest in their research and the B.Ed. degree to which student enjoy the process.

Choose a topic student find challenging and interesting. Do not shy away from controversial topics. Be aware of how much research is available on their topic of choice. Although it is important to offer readers a new interpretation or perspective of the work under investigation, student need not be deterred if their area of focus is widely discussed. It is useful to learn how to incorporate the insights and ideas of other scholars within their own personal findings.

Before narrowing their focus to a specific entitlement or interpretation, conduct research in order to gain an understanding of what other individuals have said about the topic. Most students find it useful to examine a wide range of sources before deciding on a specific area of focus.

Select a topic you feel equipped to handle. Avoid topics that are:

- (1) Too general- try to be specific about what you seek to investigate,
- (2) Too specialized- remain mindful of the preexisting knowledge you possess, in choosing a very specialized topic you may find yourself not qualified to discuss some of the material,
- (3) Not worth arguing- an English Bachelor Educational Research should always make some sort of central entitlement and the topic should therefore enable you to make a clear, concise title.

Listed below are sample topics suggested by your lecturer and supervisor.

### **Sample Topics in English Studies with Special Reference to ELT / EFL**

1. Effects of Mother Tongue Interference in the Study of English Language in Secondary Schools (Case Study of Zabid City, Hodeidah Province, Yemen)
2. (Choose an area) of ELT / EFL in which You Think Methods, Techniques, Curricula, Syllabi, or Lesson Plans of Learning or Teaching Need to be Developed
3. How Have Communication Technologies (the Internet, Cellular Phones, etc.) or Social Communications (Facebook, What's-App, Twitter, etc.) Influenced English Language Learning or Teaching
4. Learning in the Foreign Language Classroom in Zabid-Faculty of Education
5. English Teacher Characteristics for the First/Second Year English Students/Learners in Zabid-Faculty of Education

6. Evaluation of any Course-Book Taught to First/Second Year English Students in Zabid-Faculty of Education.
7. First/Second Year English Student/Learner Characteristics in Zabid-Faculty of Education.
8. Language Testing and Evaluation in Zabid-Faculty of Education.
9. First/Second Year English Students/Learners Performance in Zabid-Faculty of Education
10. Language Testing and Evaluation of the First Year English Students/Learners in Zabid-Faculty of Education
11. Language Testing and Evaluation of the Second Year English Students/Learners in Zabid-Faculty of Education
12. Any Topic of Your Own Choice in ELT / EFL.

### **Sample Topics in English Studies with Special Reference to Literature / Literary Studies**

1. Critical Analysis of True Love in any one of Shakespeare's Sonnets as a Love Poem
2. Critical Analysis of the Plot of the Novel of (Title) / Drama of (Title)
3. Analysis and Discussion of the Development of Life, Death, or Love as a Theme in 18<sup>th</sup>, 19<sup>th</sup>, or 20<sup>th</sup>, Century English Literature in Two Novels by Two Different Writers (Orwell, Burgess, McEwan, Martin Amis, etc.)
4. Analysis and Discussion of the Narrative Techniques in a Novel by a Contemporary British / American Author
5. Analysis and Discussion of Dramatizations of Love, Life, or Death in a Drama by any British / American Author
6. Critical / Linguistic Analysis of three Poems or Sonnets by any British / American Author
7. A Comparative Study of the theme of (Courtly) Love, Life, or Death in a Part of a Novel, an Act of a Drama or A Poem in English and Arabic
8. Linguistic Analysis of a Part of the Novel of (Title)
9. Linguistic Analysis of a Part of the Novel of (Title)
10. Any Topic of Your Own Choice in Literature/Literary

## Studies

### **Sample Topics in English Studies with Special Reference to Linguistics**

1. A Contrastive Analysis of Attributive Adjectives in English and Arabic
2. A Contrastive Analysis of Short or Long Monophthongs or Consonants in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)
3. A Contrastive Analysis of Diphthongs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)
4. A Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)
5. Suffixation, Prefixation, or Infixation in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)
6. Syntactic Analysis of (Specific) Noun Phrases, Verb Phrase, Adjective Phrases, Adverb Phrases in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)
7. Discussion of Distinctions of Falling vs. Rising or Fall-Rise vs. Rise-Fall Intonation
8. The Role of Morphological Patterns of Selected (Acronyms, Reduplication, Compounding, etc.)
9. Nominative-Case, Accusative-Case, or Genitive-Case in Contemporary English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)
10. A Contrastive Analysis of Any Linguistic Item/Term/Branch in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)
11. A Descriptive Analysis of Any Linguistic Item/Term/Branch in English or Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect)



## 12. Any Topic of Your Own Choice in Linguistics

### **Seeking Supervisor Guidance**

Before beginning in-depth research, students will consult their lecturer. He or she may be knowledgeable about the research available on their topics and different academic students may be interested in investigating. In addition, their lecturer may well suggest their topic is too general or specialized and be able to aid student in the process of refining or reworking their topic of choice.

### **Writing a Tentative Thesis Statement**

Once you have selected your topic, you are ready to write a tentative thesis statement. A thesis statement is a single, unifying complete sentence that states your paper's major topic and your point of view toward the topic. The one sentence defines your whole paper. If you have difficulty determining your thesis, ask yourselves, "What is the point of our research or writing?" The answer might be your thesis statement. Other questions that may lead to a thesis statement include the following:

- Can I tell the reader anything new or different?
- Do I have a solution to the problem?
- Do I have a new slant and / or new approach to the issue?
- Should I take the less popular view of this matter?
- Do I have a theory about this subject?

All above are from [http://pure.au.dk/portal-asb-student/files/36292665/BA\\_s\\_project\\_2011\\_Tina\\_Alsted\\_Grejsen\\_PDF.pdf/7/3/2016](http://pure.au.dk/portal-asb-student/files/36292665/BA_s_project_2011_Tina_Alsted_Grejsen_PDF.pdf/7/3/2016)

### **Tips and Examples of Thesis Statements in ELT/EFL, Literary Studies, and Linguistics According to Some Selected Topics**

Here are some tips you should remember when you construct a thesis

statement in your EBER.

**Write your thesis statement in a complete sentence rather than in a phrase.**

Learning in the Foreign Language Classroom in Zabid-Faculty of Education (**Not a thesis statement**)

Learning in the Foreign Language Classroom in Zabid-Faculty of Education sharpens empirical thinking and deepens discussion and need analysis among learners. (**Thesis statement**)

This paper examines how Learning in the Foreign Language Classroom in Zabid-Faculty of Education can improve English students' awareness of English learning when they study for knowledge and exams. (**Thesis statement**)

A Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) (**Not a thesis statement**)

A Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) sharpens empirical thinking and deepens discussion and analysis of similarities and dissimilarities. (**Thesis statement**)

This paper examines how A Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) can increase English (Linguistics) students' awareness of contrastive analysis of two different languages when they study/read for knowledge. (**Thesis statement**)

Critical Analysis of the Plot of the Drama of (Title) (**Not a thesis statement**)

Critical Analysis of the Plot of the Drama of (Title) sharpens critical thinking and deepens discussion and analysis of the Plot of the Drama of (Title). (**Thesis statement**)

This paper examines how the Critical Analysis of the Plot of the Drama of (Title) can increase English students' awareness of criticism of the Plot of the Drama of (Title) when they study/read for knowledge and exams. (**Thesis statement**)

**Express the main point of your argument or your point of view rather than just introducing the topic of your paper.**

The researchers are going to discuss the Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect). (**Not a thesis statement**)

In this EBER, the researchers are going to discuss positive aspects, similarities, and dissimilarities of doing the Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) based on their own experience of the two languages compared during their studying. (**Thesis statement**)

This EBER examines positive aspects, similarities, and dissimilarities of doing A Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) based on the researcher's personal experience as well as published studies. (**Thesis statement**)

**Express a clear point of view rather than stating just a fact that everybody already knows.**

Doing a Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or

any Yemeni Arabic Dialect) is good for researchers' study. (**Not a thesis statement**)

Although doing a Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) is good for the researchers' study, recent studies highlight that overdoing such analysis can also develop future implications and suggestions to the study. (**Thesis statement**)

This EBER discusses the importance of doing the right A Contrastive Analysis of (Specific) Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) based on Abdullah Shaghi's 2009 and 2010 study. (**Thesis statement**)

**Present your opinion or an idea that needs to be developed or proved to your audience, rather than stating a general idea that is too vague or too large of a topic to be sufficiently covered in n EBER.**

There are many similarities and dissimilarities of doing the Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect). (**Not a thesis statement**)

As the linguistic observation, description and explanation has brought many problems these days, the researchers strongly believe that the similarities of doing the Contrastive Analysis of (Specific) Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) balance the dissimilarities. (**Thesis statement**)

This EBER examines the advantages of the Contrastive Analysis of Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or Tihami Yemeni Arabic or any Yemeni Arabic Dialect) based on the recent studies conducted by Shaghi, Abdullah 2009 and 2010.

(Thesis statement)

**Express only one idea about one topic in your thesis statement.**

Studying two languages rather than a language is a better option. (**Not a thesis statement**)

Studying two languages can be more effective than studying a language since it can foster a dynamic discussion about development English Bachelor Educational Researches with other languages. (**Thesis statement**)

This EBER looks into positive aspects of studying two languages rather than a language based on the researchers' own experience as well as published studies. (**Thesis statement**)

### **Some Myths about Thesis Statements**

Every paper requires one. Assignments that ask you to write personal responses or to explore a subject do not want you to seem to pre-judge the issues. Essays of literary interpretation often want you to be aware of many effects rather than seeming to box yourself into one view of the text.

A thesis statement must come at the end of the first paragraph. This is a natural position for a statement of focus, but it is not the only one. Some theses can be stated in the opening sentences of an essay; others need a paragraph or two of introduction; others cannot be fully formulated until the end.

A thesis statement must be one sentence in length, no matter how many clauses it contains. Clear writing is more important than rules like these. Use two or three sentences if you need them. A complex argument may require a completely tightly knit paragraph to make its initial statement of position.

You cannot start writing an essay until you have a perfect thesis statement. It may be advisable to draft a hypothesis or **tentative thesis statement** near the start of a big English Bachelor Educational Research, but changing and refining a thesis is a main task of thinking your way through your ideas as you write a paper. In addition, some English Bachelor Educational Researches need to explore the question in depth without being locked in before they can provide even a tentative answer.

A thesis statement must give three points of support. It should indicate that the essay will explain and give evidence for its assertion, but points do not need to come in any specific number.

(Source: <http://advice.writing.utoronto.ca/planning/thesis-statements/17/2/2017>)

## **English Bachelor Educational Research (EBER) and Note-Taking**

This is perhaps the most important step in the English Bachelor Educational Research writing process. The English bachelor educational researches of the students provide them beliefs as writers by revealing their knowledge and understanding of their topics. In addition, it will shape both their understanding and interpretation of the topics. Listed below are several important tips for conducting research and **note-taking**:

In order to avoid later confusion, begin each section by recording the author's name, book or article title, and page numbers (if relevant).

As you examine each source, record important or unique notions which you may wish to incorporate within your English bachelor educational research. You should make certain to outline the general arguments of each source by including a descriptive heading after the citation. This will aid you more quickly and easily distinguishing between sources in the future. Additionally, it may be useful to group sources into categories based on topics that are more refined.

In order to diminish the risk of *plagiarizing*, do NOT directly lift phrasing or entire segments of the text from sources without properly indicating that you have done so. If you find it necessary to directly quote an author, clearly indicate what has been copied from the author and record the page number on which this information can be found.

There is a wide range of sources available to researchers, but not all sources are equal. In order to ensure your sources are of a high quality, you should seek sources from respected academic journals and books. It is possible to find valid sources outside of these parameters; however, you should primarily focus on using these resources.

### **Outline of the English Bachelor Educational Research (EBER)**

The primary purpose of an outline is to help the writer reflect on his or her research / interpretation and to create an organized (and tentative) vision of the English bachelor educational research. An organized, fluid outline is the start of any good English bachelor educational research. It aids the writer in constructing an English Bachelor Educational Research, which logically proceeds from one related point to the next. An outline should consist of five primary headings--the Introduction, Literature Review/ Previous Work, Methodology, Main Part/Body, and Conclusion--as well as a number of subheadings regarding specific categories of discussion.

### **Organizing the English Bachelor Educational Research (EBER)**

The **length** of the English Bachelor Educational Research (EBER) is 25 - 30 standard pages. The limits of length include an introduction, chapters, conclusions, and a list of references and appendices, but exclude the initial pages with roman numbers before the introduction-page. One should be careful not to write too much and become irrelevant. The mark may be lowered for producing an exceedingly long English bachelor educational research.

Given below are possible organizations / Structures of the English bachelor educational researches (see also, the MLA Style Guide or the APA Style Guide)

## **Structure of EBER in English Studies with Special Reference to ELT / EFL**

Conventionally, given below is the structure of EBER in English studies with special reference to ELT / EFL, English Language Teaching / English as a Foreign Language that comprises / includes:

Title Page (see Appendix 1)  
Certificate of the Supervisor (see Appendix 2)  
Declaration of Academic Integrity (see Appendix 3)  
Dedication (see Appendix 4)  
Acknowledgement (see Appendix 5)  
Abstract in English and Arabic (see Appendix 6)  
Table of Contents (see Appendix 7)

### **Chapter One**

1.0 Introduction  
1.1 Background of the English Bachelor Educational Research  
1.2 Statement of the Problem  
1.3 Purpose of the English Bachelor Educational Research  
1.4 Research Questions  
1.5 Framework of the English Bachelor Educational Research

### **Chapter Two**

2.0 Review of Related Literature  
2.1 Theoretical Framework:

### **Chapter Three**

3.0 The Research Method  
3.1 Area of the Study  
3.2 Data Collection



## **Chapter Four**

### **4.0 Presentation and Analysis of Data**

#### **4.1 Presentation of Data**

#### **4.2 Analysis of Data**

## **Chapter Five**

### **5.0 Summary and Conclusion and Suggestions for Further Study**

#### **5.1 Summary and Conclusion**

#### **5.2 Suggestions for Further Study**

## **References**

## **Appendices**

## **Footnotes / Endnotes**

## **Structure of EBER in English Studies with Special Reference to Linguistics**

Conventionally, given below is the structure of EBER in English studies with special reference to Linguistics that comprises / includes:

Title Page (see Appendix 1)

Certificate of the Supervisor (see Appendix 2)

Declaration of Academic Integrity (see Appendix 3)

Dedication (see Appendix 4)

Acknowledgement (see Appendix 5)

Abstract in English and Arabic (see Appendix 6)

Table of Contents (see Appendix 7)

## **Chapter One**

### **1.0 Introduction**

#### **1.1 Background of the English Bachelor Educational Research**

#### **1.2 Statement of the Problem**

#### **1.3 Purpose of the English Bachelor Educational Research**

#### **1.4 Research Questions**

#### **1.5 Framework of the English Bachelor Educational Research**

## **Chapter Two**

### **2.0 Review of Related Literature**

#### **2.1 Theoretical Framework:**

## **Chapter Three**

### **3.0 The Research Method**

#### **3.1 Area of the Study**

#### **3.2 Data Collection**

## **Chapter Four**

### **4.0 Presentation and Analysis of Data**

#### **4.1 Presentation of Data**

#### **4.2 Analysis of Data**

## **Chapter Five**

### **5.0 Summary and Conclusion and Suggestions for Further Study**

#### **5.1 Summary and Conclusion**

#### **5.2 Suggestions for Further Study**

## **References**

## **Appendices**

## **Footnotes / Endnotes**

## **Structure of EBER in English Studies with Special Reference to Literature / Literary Studies**

Conventionally, given below is the structure of EBER in English studies with special reference to Literature / Literary Studies that comprises / includes:

Title Page (see Appendix 1)

Certificate of the Supervisor (see Appendix 2)

Declaration of Academic Integrity (see Appendix 3)

Dedication (see Appendix 4)

Acknowledgement (see Appendix 5)

Abstract in English and Arabic (see Appendix 6)

## Table of Contents (see Appendix 7)

### **Chapter One**

- 1.0 Introduction
- 1.1 Background of the English Bachelor Educational Research
- 1.2 Statement of the Problem
- 1.3 Purpose of the English Bachelor Educational Research
- 1.4 Research Questions
- 1.5 Framework of the English Bachelor Educational Research

### **Chapter Two**

- 2.0 Review of Related Literature
- 2.1 Theoretical Framework:

### **Chapter Three**

- 3.0 The Research Method
- 3.1 Area of the Study
- 3.2 Data Collection

### **Chapter Four**

- 4.0 Presentation and Analysis of Data
- 4.1 Presentation of Data
- 4.2 Analysis of Data

### **Chapter Five**

- 5.0 Summary and Conclusion and Suggestions for Further Study
- 5.1 Summary and Conclusion
- 5.2 Suggestions for Further Study

### **References**

### **Appendices**

### **Footnotes / Endnotes**

## **Documenting and Referencing Sources for the English Bachelor Educational Research**

We have two conventions for documenting and referencing sources that we use when writing English Bachelor Educational Research:

- (1) American Psychological Association (APA)
- (2) Modern Language Association (MLA)

The system for documenting and referencing sources that we use at the department of English Studies is either MLA style or APA style. “MLA style” refers to the conventions agreed upon by the Modern Language Association and documented in the MLA Handbook; it is especially appropriate for studies in literature and the humanities. “APA style” refers to the conventions agreed upon by the American Psychological Association.

It is advisable for students who are going to proceed with their professional and master studies to write at least one English Bachelor Educational Research based on either the MLA Style guide or the APA Style guide in the relevant field of study.

- English Language Teaching (ELT), (EFL) English as a Foreign Language
- English Literary Studies (British, American)
- Linguistics (Phonetics, Phonology, Morphology, Grammar, Syntax, etc.);

### **Title Page (see Appendix 1)**

This should contain the following information: Hodeidah University, Faculty of Education-Zabid, English Department; name of the supervisor; your full names, address and email; title of the EBER; date of completion.

### **Certificate of the Supervisor (see Appendix 2)**

### **Declaration of Academic Integrity (see Appendix 3)**

## **Dedication (see Appendix 4)**

## **Acknowledgement (see Appendix 5)**

## **Abstract in English and Arabic (see Appendix 6)**

### **Abstract in English**

The Abstract in English must comprise the following information:

- Background of the Research;
- Purpose;
- Research Methods;
- Results; and
- Main Conclusions.

### **Abstract in Arabic**

The abstract in Arabic is a precise translation of the Abstract in English. The title is not written in italics.

## **Table of Contents**

Indicate chapters and page references. Remember that page numbering only starts on the first page of the text, not with the table of contents. Indent subchapters for clarity. Depending on your personal preference, you might want to put the table of contents together before or after you have written your paper, or while you are working on it. 'Table of Contents' can be helpful not only for the reader, but also for your own orientation. The table of contents is designed automatically. (See Appendix 7).

### **Example of Table of Contents in English Studies with Special Reference to Linguistics According to the Title in English and its Arabic Translation:**

## **A Contrastive Analysis of Attributive Adjectives in English and Arabic**

تحليل مقارنة للصفة المنسوبة في اللغة الانكليزية واللغة العربية

Title Page

Certificate of the Supervisor

Declaration of Academic Integrity

Dedication

Acknowledgement

Abstract in English and Arabic

Table of Contents

### **Chapter One**

1.0 Introduction

1.1 Background of the English Bachelor Educational Research

1.2 Statement of the Problem

1.3 Purpose of the English Bachelor Educational Research

1.4 Research Questions

1.5 Framework of the English Bachelor Educational Research

### **Chapter Two**

2.0 Review of Related Literature

2.1 Theoretical Framework:

### **Chapter Three**

3.0 The Research Method

3.1 Area of the Study

3.2 Data of the Study / Data Collection

3.2 Sample and Sampling Techniques

### **Chapter Four**

4.0 Presentation and Analysis of Data

4.1 Attributive Adjectives in English

4.1.1 Position of Attributive Adjectives in English

4.1.2 Syntactic Function of Attributive Only Adjectives

4.1.3 Meaning and Position

#### 4.1. 4 Semantic Features

##### 4.1.5 Form

#### 4.2 Attributive Adjectives in Arabic

##### 4.2.1 Similarities between the Adjective and Noun in Arabic

##### 4.2.2 Differences between the Adjective and the Noun in Arabic

##### 4.2.3 Position

##### 4.2.4 Syntactic Function

##### 4.2.5 Reference of the Attributive Adjective

#### 4.3. A Comparison of Attributive Adjectives in English and Arabic

##### 4.3.1 Similarities of Attributive Adjectives in English and Arabic

##### 4.3.2 Differences of Attributive Adjectives in English and Arabic

### Chapter Five

#### 5.0 Discussion of Findings, Recommendations, Summary and Conclusion

##### 5.1 Discussion of Findings

##### 5.2 Educational Implications

##### 5.3 Recommendations

##### 5.4 Suggestions for Further Study

### References

### Appendices

### Footnotes/Endnotes

### Example of Table of Contents in English Studies with Special Reference to Literature/Literary Studies According to the Title in English and its Arabic Translation:

#### Critical Analysis of True Love in any one of Shakespeare's Sonnets as a Love Poem

تحليل نقدي للحب الحقيقي في أي واحدة من سونيات شكسبير باعتبارها قصيدة حب

Title Page

Certificate of the Supervisor

Declaration of Academic Integrity

Dedication

Acknowledgement

Abstract in English and Arabic

Table of Contents

## **Chapter One**

1.0 Introduction

1.1 Background of the English Bachelor Educational Research

1.2 Statement of the Problem

1.3 Purpose of the English Bachelor Educational Research

1.4 Research Questions

1.5 Framework of the English Bachelor Educational Research

## **Chapter Two**

2.0 Review of Related Literature

2.1 Theoretical Framework:

## **Chapter Three**

3.0 The Research Method

3.1 Area of the Study

3.2 Data of the Study / Data Collection

3.2 Sample and Sampling Techniques

## **Chapter Four**

4.0 Presentation and Critical Analysis of Data

2.1 Imagery in Shakespeare's "Sonnet No. ..."

2.1.1 Color Imagery in the First Quartet

2.1.2 Olfactory Imagery in the Second Quartet

2.1.3 Auditory Imagery in the Third Quartet

## **Chapter Five**

5.0 Summary and Conclusion, Educational Implications, and  
Recommendations and Suggestions for Further Study

5.1 Summary and Conclusion

5.2 Educational Implications

5. Recommendations and Suggestions for Further Study



## **Works Cited**

## **Appendices**

## **Footnotes/Endnotes**

### **Example of Table of Contents in English Studies with Special Reference to ELT/EFL According to the Title in English and its Arabic Translation:**

**Effects of Mother Tongue Interference in the Study of English  
Language in Secondary Schools (Case Study of Zabid City,  
Hodeidah Province, Yemen) آثار تدخل اللغة الأم في دراسة اللغة الإنجليزية في  
المدارس الثانوية  
(دراسة حالة لمدينة زبيد، محافظة الحديدة، اليمن)**

Title Page

Certificate of the Supervisor

Declaration of Academic Integrity

Dedication

Acknowledgement

Abstract in English and Arabic

Table of Contents

## **Chapter One:**

1.0 Introduction

1.1 Background of the English Bachelor Educational Research

1.2 Statement of the Problem

1.3 Purpose of the English Bachelor Educational Research

1.4 Research Questions

1.5 Framework of the English Bachelor Educational Research

## **Chapter Two:**

2.0 Literature Review

2.1 Brief History of Teaching and Learning of the English Language in  
Yemen

2.2 The Medium of Communication

2.3 Interference of Foreign Language

## 2.4 Language Uses in Yemen

### **Chapter Three:**

#### 3.0 Researcher Methods

#### 3.1 Research Design

#### 3.2 Area of Study

#### 3.3 Population of the Study

#### 3.4 Instrument for Data Collection

#### 3.5 Validation of Instrument

#### 3.6 Reliability of the Instrument

#### 3.7 Data Collection

#### 3.8 Data Analysis

### **Chapter Four:**

#### 4.0 Presentation and Discussion of Results

### **Chapter Five**

#### 5.0 Summary and Conclusion, Educational Implications, and Recommendations and Suggestions for Further Study

#### 5.1 Summary and Conclusion

#### 5.2 Educational Implications

#### 5. Recommendations and Suggestions for Further Study

### **References**

### **Appendices**

### **Footnotes/Endnotes**

### **List of Abbreviations and Acronyms (Optional)**

### **List of Tables (Optional)**

### **List of Figures (Optional)**

### **Chapter One: Introduction**

In linguistics, state your aim and indicate why the subject of your paper is worth writing about. Tell the reader what aspects you intend to

investigate as well as what will be left out. Make sure that the title of your paper reflects its aim and scope. In literature/literary studies, state your aim briefly and indicate why the subject of your paper is worth writing about. You should present the problem or issue which you address. Tell the reader what aspects you intend to investigate, and, if relevant, what will be left out. Make sure that the title of your paper reflects its aim and scope. Formulate your thesis statement. The latter is the concise and specific statement of your argument. It has to be arguable and should match the length of the essay in its scope. Keep the introduction short.

## **Chapter Two: Literature Review / Previous Work**

In linguistics and ELT/EFL, give a brief, critical survey of earlier work dealing with your subject. In literature/literary studies, give a brief, critical survey of earlier work dealing with your subject. Give important definitions of your theoretical concepts, which you will apply or discuss in the main part.

## **Chapter Three: Methodology / Research Design or Methods**

In Linguistics, ELT/EFL, and literature / literary studies, state the nature and limitations of your data: whether you use a corpus, elicited material, etc. Describe your method of collecting data as well as the advantages and/or limitations of your material. Consider whether your choice of data is likely to affect the results in an important way.

- (a) Explain your method of analysis and mention the advantages and limitations of your approach.
- (b) Define your terms and state any abbreviations you use (if they are numerous, they can be listed in an appendix).
- (c) If your investigation is long and complex, give a step-by-step description of what you did.

## **Chapter Four: Main Part / Main Body/ Discussion / Results and analysis**

In Linguistics and ELT/EFL, first you present your results, and then you analyze them. You will probably want to present your results in the form of tables or lists of examples, or both. Try to make these as clear as possible, and concentrate on one aspect at a time. Support your arguments with references to data. You may wish to divide your results and analysis into two sections. Long and complicated sections should have a short summary at the end. In literature/literary studies; this is the main body of your paper or thesis. You should now analyze and discuss your primary and secondary sources in ways which prove the plausibility of the thesis statement which you had made at the beginning of your paper. You can go into detail here, but make sure that all the quotations, cross-references, etc. you use support your argument. Do not forget to develop your line of argument, i.e., do not get stuck on what you might think are very interesting textual examples, but functionalize them as part of an argumentative string. Make sure that your position remains clear and do not ‘hide’ behind the voices of other critics. Make sure you refer to and apply the theoretical aspects, which you had introduced in the ‘Introduction’ or previous work part of your thesis.

## **Chapter Five: Conclusions**

In linguistics and ELT/EFL, this chapter briefly summarizes the main findings of one’s English bachelor educational research, both theoretical and empirical, and may describe practical implications, limitations of the English Bachelor Educational Research and directions for future investigations. In other words, give a general summary of your results and state the conclusions you can draw based on them. If part of your results is inconclusive, e.g., because you have not had enough material, say so. Also, indicate what aspects or areas demand further study. In literature / literary studies, conclusions are there to round off your paper, and there are several ways of structuring it. Whichever you choose, you should not merely repeat what you said in the main body of the text. You can give a short summary of the preceding chapters if your argument was very complex, and ideally you do this by pulling the various strands together. Also indicate what aspects or areas demand

further study, or, generally, broaden your argument by pointing out the ramifications of your topic.

## **References / Works Cited**

In linguistics and ELT/EFL, under this heading, you list all the literature you refer to in your text in alphabetical order. Further, if your data consist of published material (e.g., newspapers, dictionaries, films, electronic corpora, websites) these should also be listed here in a separate section. (See also section 5, References, below.) In literature / literary studies, under this heading you list your sources in alphabetical order. They may be divided into ‘Primary Sources’ and ‘Secondary Sources’. Consult the MLA Handbook 7<sup>th</sup> edition for more information on how to compile references.

## **Formatting and Presenting of Data in EBER**

### **Basic Directions for Laying out the Text (Text Details):**

- A4 size white paper, text on one side.
- Word-processed using Times New Roman, size 14.
- Margins – at least 2 cm around the page (right, top, and bottom); wider left or 2.5 if the page is to be bound.
- Unjustified or ragged right edge.
- 14 pt. for headings, bold, centred.
- 14 pt. for the main text of the English Bachelor Educational Research and long quotations.
- 12 pt. for the captions of tables and figures.
- 10 pt. for footnotes/endnotes.
- Long quotations, footnotes/endnotes, tables and figures are single-spaced.
- Use spacing of single space for quote, reference, and abstract.
- Indent the first line of the paragraph (six spaces).
- Begin headings at the left margin, with a space of at least one line above and below.
- Capitalize the chapter headings.

- Write each meaningful word in sub–chapter headings with a capital letter.
- Do not put a full stop at the end of a chapter heading.
- Space once after all punctuation (Language and Society, 2008, p. 123)
- Space twice at the end of a sentence.
- Put page numbers in the right bottom corner.
- Assign a number to every page except for the title, abstract and table of contents pages. On these pages, numbers are not shown or roman numbers are shown (ii, iii, iv, v. vi, etc.) but the pages are counted in the pagination.
- Start numbering pages from Introduction-page
- Start each chapter on a new page.
- Each paragraph is indented by 1 cm, except the first.
- Long quotations in text blocks.
- Type direct / long quotations longer than four lines separately, indented, single-spaced, font type 12.
- *Italics* for emphasis, but only a first time the word is used.
- Quotations marks for odd or ironic usages.
- **Bold**, *italics* when required.

## Chapters and Subchapters

Each chapter starts on a new page and contains at least two subchapters, if used at all. Subchapters should not start on a new page. Capital letters in bold are used for headings; small letters in bold are used for subheadings. A full stop is not used after the heading or subheading. One empty line is left before and one empty line after each heading.

## List of Abbreviations and Acronyms (Optional)

The first time an abbreviation is used, the term should be spelt out in full, with the abbreviation shown in brackets immediately afterwards, e.g. English for Specific Purposes (ESP). Moreover, the term may be shown as an abbreviation. The use of abbreviations should be consistent. The same refers to acronyms.

## Tables and Figures

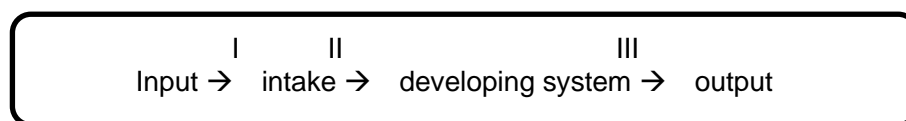
Conventionally, tables are referred to as *Tables*, while anything pictorial (be it a graph or a photograph) is called a *Figure*. These words should be written in *italic* only in captions, but not in the text. Chapter numbers them, i.e. the first figure in chapter two would be Figure 2.1, the first table in chapter two would be Table 2.1, the second table would be Table 2.2 and so on. If the fourth table were inserted in chapter 3.1.1, it would be Table 3.4. The same system refers to Figures. The caption itself should be in bold, for example,

***Table 1.1 Transitions in essays***


### Table Notes:

- Tables to be placed close to where they are mentioned in the text.
- Do not split a table across pages.
- Label table beginning with the table number followed by a description of the contents.
- Each row and column must be given a leading.
- Use abbreviations & symbols (“nos.”, “%”, “@”).
- Use a zero before the decimal point when numbers are less than one. (“0.23” not “.23”).

The captions of tables are written above, whereas the captions of figures are written below the data.



***Figure 1.1*** A sketch of basic processes in language acquisition. From VanPatten and Cadierno (1993: 226).

## Ways of Using a Source in Your Own Text

Secondary sources can appear in your own text in three distinct ways:

**Quotations.** Quotations must be identical to the original; they use a narrow segment of the source. They must match the source document word for word:

In his famous and influential work *On the Interpretation of Dreams*, Sigmund Freud argues that dreams are the “royal road to the unconscious” (1987 [1900]: 5).

**Paraphrasing.** Paraphrasing involves putting a passage from the source material into your own words, meaning that the word class of a number of words and the syntax of the original sentence have to also be altered. It is not acceptable to only use a few synonyms for some of the words in the original sentence. Paraphrased material is usually shorter than the original passage. It takes a somewhat broader segment of the original source and condenses it slightly:

Freud claims that dreams are a way for the dreamer to work through his or her unfulfilled wishes in coded imagery (1987 [1900]: 8).

**Summarizing.** Summarizing involves putting the main idea(s) of a secondary source into your own words, including only the main point(s). Summaries are significantly shorter than the original and take a broad overview of the source material:

According to Freud, actual but unacceptable desires are censored internally and then subjected to coding before emerging in a kind of rebus puzzle in our dreams (1987 [1900]: 11-18).

## In-Text Citations

- No author, (Short title, 2004) or (“Short title”, 2004).
- One author (Smith, 2005) (Smith, 2005, p. 123).



- Two Authors (Smith & Jones, 2004, pp. 123-126).
- Three to five authors (Smith, Jones, and Garci, 2004); next cite: (Smith et al., 2004, p. 123).
- Six authors (Smith et al., 2001, pp. 123-456).
- Corporate Acronym (World Health Organization [WHO], 1999); next cite (WHO, 1999, p. 123).
- Chapter (IJAL, 2001, chap.6).
- In press (Smith, in press).
- Message/E-mail (A.B. Smith, personal communication, July 23, 2008).
- Multiple (Adam, 2003; Chomsky, 2001; Hymes, 2001).
- No date reprint (Hymes, n.d.); (Freud, 1920/2002), that is to say published in 1920 and reprinted in 2002.
- Translation of classics (Aristotle, trans. 1931).

## Citing Quotations

“The results were ambiguous” (Lobov, 2001, p. 123).

For the author is cited in the text. For example, Weinreich & Lobov (2000) found “the results were too ambiguous” (p. 123).

- **Longer quotations** (more than three lines in length) are set out separately. They should be single-spaced, and indented from the left-hand margin by five characters and written without any quotation marks:

Jordan considers that

the *main features* [italics added] of academic writing are as follows: it is formal in an impersonal [...] style (often using impersonal pronouns and phrases and passive verb forms); cautious language [may, might, would, can, could, seem, appear a. o.] is frequently used in reporting research and making claims (2000: 88).

- **Square brackets** tell the reader that the writer has added his or her

own words to the quotation. An ellipsis in square brackets, i.e. [...], is used to show that part of the quotation has been omitted.

- Use **ibid.** (Latin for ‘in the same place’) to avoid repeating the author’s name if the text continuously refer to the same source:


Quotations are the exact words of the author, which should be accurate, with the same punctuation and spelling (ibid.).

## References (in APA Style)

References contain a list of books, scientific journal articles, and other sources that have been used in writing the English bachelor educational research. Only the sources that have been referred to in the English Bachelor Educational Research must be listed. When compiling the list, the entries should be numbered and arranged in alphabetical order. The section below outlines the most common entries for writing items in the references. If any questions are not answered here, one’s supervisor should be consulted.

### Book by One author

Name of author	Year of publication	Title	Place of publication	Publisher
----------------	---------------------	-------	----------------------	-----------



Cook, G. (1989) *Discourse*. Oxford: Oxford University Press.

### Book by Several Authors:

The names should be given in the same order as they are on the title page.

Dowman, J. and Shephard, J. (2002) *Teaching English as a Foreign Language*. London: Hodder and Staughton.

## **Chapter or Article in an Edited Collection:**

Coady, J. (1979) A psycholinguistic model of the ESL reader. In R. Mackay, B. Barkman, and R. R. Jordan (eds.), *Teaching Reading Skills*. (pp. 219-223) London: Longman.

## **Book with an Editor:**

Celce-Murcia, M. (ed.), (2001) *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle.

## **Two Editors**

Fludernik, Monika and Ariane Huml, eds. (2002). *Fin de Siècle. Literatur, Imagination, Realität*. Trier: Wissenschaftlicher Verlag Trier.

**Note** that this example illustrates the difference in punctuation conventions between the title and sub-title in German language publications. Here, a period separates the title and the subtitle not a colon.

## **Three Editors**

Nünning, Ansgar, Marion Gymnich and Roy Sommer, eds. (2006). *Literature and Memory: Theoretical Paradigms – Genres – Functions*. Stuttgart: Francke.

## **Dictionaries and Encyclopedias:**

*Longman Dictionary of English Language and Culture* (1992) Essex: Longman.

## **Paper in a Journal**

Shaghi, Abdullah and Imtiaz Hasanain (January-December 2009). Arabic Pausal Forms and Tihami Yemeni Arabic Pausal /u/: History and Structure. In Hasnain S. Imtiaz (edt.) Aligarh Journal of linguistics (Refereed Journal with ISSN: 2249:1511), Department of Linguistics, Aligarh Muslim University (AMU), Aligarh, India. Vol. 1, January-December 2009, pp. 122-139.

## Films

Films can be cited and ordered alphabetically by title or by director or by other contributors, depending on the focus your paper has. Whenever you list a source alphabetically by title, please disregard articles, i.e. do not list *The Green Mile* under “t,” but under “g.” *A Room with a View* should be listed under “r.” The name of the director follows after a “Dir.” after the parentheses. Films in your Works Cited should be listed like this:

***Title* (Year). Dir. First Name Last Name. Studio.**

### Example:

*It's a Wonderful Life* (1946). Dir. Frank Capra. RKO.

If you want to name contributors it can be done like this:

**Contributor (Year). *Title*. Other contributors. Studio.**

### Examples:

Kazan, Elia, dir. (1954) *On the Waterfront*. Perfs. Marlon Brando, Lee J. Cobb, Rod Steiger, Eva Marie Saint. Columbia Pictures Corporation.

Karloff, Boris, perf. (1931) *Frankenstein*. Dir. James Whale. Perfs. Boris Karloff, Colin Clive, Mae Clark. Universal Pictures.

Gore, Al, perf. (2006) *An Inconvenient Truth*. Dir. Davis Guggenheim.  
Lawrence Bender Pro-ductions.

Rozsa, Miklos, comp. (1945) *Spellbound*. Dir. Alfred Hitchcock. Perfs.  
Ingrid Bergman, Greg-ory Peck. United Artists.

## MA Thesis

Lapiņa, A. (2002) *Teaching Listening*. Unpublished MA thesis. Riga:  
University of Latvia.

## Ph.D. Thesis

Shaghi, A. M. M. (2010). *Revowelling vs. Affixation in the Plural Formation Assigned to Nouns and Adjectives and their Agreement in Tihami Yemeni Arabic*; (Doctoral Thesis). Aligarh Muslim University.  
Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/52297>

## Citing Sources from the Internet

Internet sources should be cited as follows. Try to find out the author of the text if possible and list the source under the author's name. If you cannot find out the name, list the source under the page's title. You should also list the exact date when the article was posted (if available). You definitely need to list what is called "Date of access," i.e., the exact date when you accessed this specific webpage. Note that you need to cite the URL in pointed brackets.

**Last name, First name (Year). Title. Date of posting. Date of access. <URL>.**

### Example:

Eaves, Morris, ed. (2007). *The William Blake Archive*. 28 September 2007. 23 October 2009. <<http://www.blakearchive.org/blake/>>.

Schodde, G. (1889). The Study of the Cognates. *The Old and New Testament Student*, 9(6), 335-340. Retrieved from  
<http://www.jstor.org/stable/3157647> Accessed on 19/06/19.

## Works Cited (in MLA)

Gibaldi, Joseph. *MLA Handbook for Writers of research projects*. 7th ed. New York: MLA, 2003.

Last name, First name. Title of the Book. City of Publication: Publisher, Year.

Last name, First name. "Title of the Article." Name of the Scholarly Journal Volume. Issue (Date): First page - Last page.

Last name, First name. "Title of the News Article." Title of the News Date, edition: Section Page number+.

"The Title of the Article." Title of Magazine Date: page number. Name of the Library Database: Name of the Service. Name of the library with city, state abbreviation. Date of access <URL>.

## Example:

Schodde, George H. "The Study of the Cognates." *The Old and New Testament Student*, vol. 9, no. 6, 1889, pp. 335–340. JSTOR, [www.jstor.org/stable/3157647](http://www.jstor.org/stable/3157647). Accessed on 19/06/19.

## Appendices (or Appendixes); either spelling is fine)

Only the material that is relevant to one's English Bachelor Educational Research and has been referred to in the main text should be included. The sources used or modified should be attributed (recognized). The following materials are appropriate for appendices: text corpora, questionnaires, language acquisition materials used or designed, visual aids, less important tables and figures, intermediary results and calculations and other kinds of illustrative materials. Headings should be used and appendices should be numbered, for example, in linguistics and

ELT/EFL, if you want to include specimens of your data, etc., you may do so in one or more appendices at the very end of your paper. They should have separate numbering (App. I, App. II, etc.), but continuous page numbers with the rest of the EBER. In literature / literary studies, if you want to include specimens of your primary sources, etc., you may do so in one or more appendices at the very end of your paper. They should have separate numbering (App. 1, App. 2, etc.), but continuous page numbers with the rest of the EBER.

### **Footnotes/Endnotes**

In Linguistics and ELT/EFL, footnotes are used for additional information which you feel might interrupt the flow of your argument. Use footnotes sparingly. In literature / literary studies, if you have a computer program, which supports footnotes, use that. If you do not, you can put notes in a numbered section before your 'Works Cited' section. Use footnotes sparingly and not for bibliographical information.

## **Section 10: Useful Phrases in the English Bachelor Educational Research**

### **Useful Phrases in the Acknowledgment**

#### **Thanking for assistance, acknowledging financial assistance or support**

The researchers would like to thank their colleagues/Dr X and Dr Y for

- many useful comments and discussions on .....
- their valuable insights and recommendations
- their technical assistance

The authors would like to acknowledge the valuable comments and suggestions of the reviewers, which have improved the quality of this English Bachelor Educational Research.

The authors wish to acknowledge the assistance and support of .....  
The authors appreciate the efforts and assistance of ..... regarding .....  
The authors' thanks are due to Dr X for kindly granting permission to include Fig. 9.

The authors' thanks are also extended to Dr Y for his support and help in completing the English Bachelor Educational Research.

The researchers would like to extend their thanks to (name of institution) for its support in implementing the English Bachelor Educational Research.

The authors gratefully acknowledge the generous financial support of (name of institution).

This English Bachelor Educational Research (EBER No. ...) was supported by the English Department, Zabid-Faculty of Education, Hodeidah University.

## **Chapter One**



## **1.0 Introduction**

The English Bachelor Educational Research discusses/deals  
with/analyses/considers/explains/describes/establishes/introduces .....  
develops/presents/provides/studies/represents/features/contains/concentr  
ates on .....  
covers/suggests/proposes/shows .....  
demonstrates the feasibility of .....  
opens up a new field/issue  
offers a solution to .....  
serves as an introduction to .....

## **1.1 Background of the English Bachelor Educational Research**

This English Bachelor Educational Research dealing with  
..... plays an important/vital role in .....  
..... is an important issue for .....  
..... is extensively/widely used in .....  
..... is a very effective method for .....

In the last few years there has been a growing interest in .....

Quite recently, considerable attention has been paid to .....  
..... have/has been gaining importance in recent years .....

## **1.2 Statement of the Problem**

(A ..... theory of ..... ) has recently been presented in [.....]. However,  
several practical questions arise when dealing with .....: 1) It is  
important to (identify .....). 2) It is key to (predict .....). 3. It is crucial to  
(establish when .....). To answer all these questions, we present an  
original approach which .....

In this English Bachelor Educational Research, while the researchers  
refer to previous works [2], [3], and [4], the focus is different.

The English Bachelor Educational Research presents/proposes a new approach to .....

This English Bachelor Educational Research introduces a new type of .....

In this English Bachelor Educational Research, the researchers/the authors offer .....

In this English Bachelor Educational Research, the researchers/the authors explore the possibility of .....

### **1.3 Purpose of the English Bachelor Educational Research**

The main objective/goal/purpose of the English Bachelor Educational Research is .....

The English Bachelor Educational Research gives/aims to give a comprehensive account of .....

The objective/aim of this English Bachelor Educational Research is to propose .....

Based on the approach presented in [3], the purpose of this English Bachelor Educational Research is to ....

### **1.4 Research Questions**

What do the researches study in this English Bachelor Educational Research?

Why do the researches study this English Bachelor Educational Research?

How do the researches study this English Bachelor Educational Research?

The researches study in this English Bachelor Educational Research, the ...

They study it, because it is important and ... . They study it by following and using the following research designs/methods/techniques ... .

## **1.5 Framework of the English Bachelor Educational Research**

The remainder of the English Bachelor Educational Research is organized as follows/into four Chapters:

Chapter 2 describes/outlines ....., Chapter 3 discusses/analyses .....  
(Experimental results) are presented in Chapter 4; Chapter 5 concludes the English Bachelor Educational Research.

In Chapter 2, ..... will be discussed. Chapter 3 is devoted to .....  
Chapter 4 presents (the results). The conclusion is reported in Chapter 5.

In Chapter 2 the researchers explain ..... In Chapter 3 the researchers introduce their ..... The discussion and analysis are presented in Chapter 4. Chapter 5 summarizes the results of this work and draws conclusions.

### **Useful Phrases in the Literature Review / Previous Work / Previous Studies**

#### **Referring to the sources in general**

Current research on ..... is focused on .....

Previous studies indicate that .....

The literature on ..... shows a variety of approaches

Much research on ..... has been done.

The focus of recent research has been on .....

..... has/have been widely researched/investigated.

In recent years, research on/into ..... has become very popular.

In the last decade ..... has attracted much attention from research teams

.....

For several years great effort has been devoted to the study of .....

Several publications have appeared in recent years documenting .....

Previous research has documented/shown/demonstrated that .....

In the literature, several theories have been proposed to explain .....

## **Referring to individual authors**

..... and .... are discussed in [3] and [6].

X [4] and Y [3] indicate that .....

X et al. [1] argue that .....

One of the first examples of ..... is presented in [2].

The results obtained/offered by X in [5] suggest that .....

Recently, several authors [4], [5], [7] have proposed (a new theory) .....

X [2] and X [5] have demonstrated that .....

A/The most interesting approach to this issue has been proposed by [2].

X [6] has also found that ..... . However, our researchers have arrived at the conclusion/have concluded that .....

X et al. [7] studied ..... and showed that .....

In this work and in related references it was observed that .....

In [8] it was shown that .....

As reported by X [2], .....

In a recent paper by X [9], .....

- Saying that little research has been done in a particular field

However, to the author's/authors' best knowledge, very few publications can be found/are available in the literature that discuss/address the issue of .....

To the researchers' /authors' knowledge, ..... has/have been scarcely investigated from the point of view of ...../from the theoretical point of view.

## **Pointing out limitations of previous research**

A key limitation of this research is that (it does not address the problem of .....)

The major drawback of this approach is .....

However, most of the previous studies do not take into account .....

This approach may not be practical/orthodox/conventional in all situations.

Reference [3] analyses and compares various aspects of .....  
Nevertheless, there are still some interesting and relevant problems to be addressed.  
However, studies on ..... are still lacking.  
The problem with this approach is in that it .....  
Although several studies have indicated that ....., little attention has been paid/given to .....

### **Useful Phrases in the Research Methodology / Research Design/Methods**

The researchers in this English Bachelor Educational Research started by investigating .....

In this English Bachelor Educational Research, the researchers designed a new technique for .....

In this English Bachelor Educational Research, the researchers used a new approach.

The ..... analysis was performed in order to .....  
The researchers checked for the presence of .....  
(The linguistic structure of ..... ) was examined by (the ..... technique).

### **Useful Phrases in the Main Part / Main Body/ Discussion / Results and analysis**

In this English Bachelor Educational Research,  
it has been found that .....  
the results show that .....  
the results thus obtained are compatible with .....  
As mentioned earlier/above, .....  
The previous sections have shown that .....  
This method is based on .....  
The method was tested on .....

In this English Bachelor Educational Research, the researchers propose /  
examine / study .....

This English Bachelor Educational Research proposes/has proposed .....

The purpose of the English Bachelor Educational Research is to .....

The English Bachelor Educational Research presents/has presented  
several solutions to .....

This English Bachelor Educational Research is a modest contribution to  
the ongoing discussions about/on .....

It was the main purpose of the English Bachelor Educational Research  
to draw attention to .....

The main concern of the English Bachelor Educational Research was to  
.....

In this English Bachelor Educational Research, the focus of attention  
was/is on .....

This English Bachelor Educational Research shows/has shown that .....

## **Useful Phrases in the Conclusions**

### **Drawing conclusions**

From the English Bachelor Educational Research that has been carried  
out/done/conducted/performed/undertaken, it is possible to conclude that  
.....

Based on the results, it can be concluded that the English Bachelor  
Educational Research into ..... has been very successful.

From the outcome of the researchers' investigation it is possible to  
conclude that .....

The findings of the researchers' English Bachelor Educational Research  
are quite convincing, and thus the following conclusions can be drawn:  
.....

Summing up the results, it can be concluded that .....

In conclusion, it is evident that this English Bachelor Educational

Research has shown .....

This English Bachelor Educational Research has clearly shown that .....

It has been demonstrated/shown/found that .....

The results/data obtained indicate/have indicated/suggest/show that .....

### **Suggesting possible application(s)**

The proposed method can be readily used in practice.

The technique/approach/result is applicable to .....

..... can be successfully used for a number of ..... applications.

The/our ..... has great potential for other applications such as .....

This research was concerned with .....; however, the results should be applicable also to .....

The findings suggest that this approach could also be useful for .....

The findings are of direct practical relevance.

### **Suggesting further research**

In our future research we intend to concentrate on .....

Future work will involve .....

Based on the promising findings presented in this English Bachelor Educational Research, work on the remaining issues is continuing and will be presented in future papers.

The next stage of our research will be (experimental confirmation of our theory).

Further study of the issue would be of interest.

Clearly, further research will be needed/required to prove/validate .....

Several other questions remain to be addressed/resolved.

More research into ..... is still necessary before obtaining a definitive

answer to .....

Further study of the issue is still required.

Further research on/into ..... is desirable/necessary (to extend our knowledge of) .....

Continuing/continued research on/into ..... appears fully justified because .....



## Section 11: Writing and Submitting the English Bachelor Educational Research

Once you created a comprehensive outline and organized your English bachelor educational research, it is time to begin writing your English Bachelor Educational Research. Begin by writing a **first draft**, taking time away from your work, and then revisiting it a day or two later.

A *first draft* is simply a jumping off point--remain willing to rework their ideas, reorganize the structure / flow, and reassess their claims. Refer to the APA or MLA pages on using sources for guidance on how to use sources effectively. Consider taking this draft to a proofreader to have a second pair of eyes examine it, as it is very common for writers to fail to recognize their own errors. Before submitting, make certain you have completed the English Bachelor Educational Research Assessment (See Appendix 9): a separate copy of the English Bachelor Educational Research Assessment will be given to you for assessment.

Any attempt at plagiarizing will disqualify your English Bachelor Educational Research and will lead to its non-acceptance.

### Academic English Style

Each person has his or her unique voice. Nevertheless, students should adhere to certain conventions of academic writing. Use a medium to formal register (avoid slang and informal wording, such as a lot, very, great, etc.). Limit the use of the first person (I, we), except if you are discussing teaching ideas which you have tried out in the classroom or presenting your own opinion/analysis of a particular phenomenon. Do not use contraction (I'm, it's etc.). Use unbiased or "gender-neutral" language. The easiest way to avoid using sexist language is to refer to generalizations in the plural. For example, the teacher should correct homework in a timely manner. He ... Teachers should correct homework in a timely manner. They ... Use the passive voice when the agent is not important, but do not overdo it. The passive voice is generally used less in academic writing in English. Choose strong

reference verbs and a variety of phrases to introduce citations.

**Revision.** Writing is a process. Thus, it is important to not only edit your paper, i.e., look for spelling, punctuation, and formatting errors, but to also take the time to revise your paper. When you have completed the entire paper, look at the following:

**Sentence variety.** Have you varied sentence beginnings, sentence length, and sentence structure?

**Paragraphs.** A paragraph consists of meaningfully connected sentences; a single sentence rarely constitutes a paragraph. Are all sentences within your paragraphs connected in some way? Have you used appropriate transitional words and phrases without overdoing it? Does each paragraph have a topic sentence placed strategically? Do all of your arguments have the proper amount of support? Is less more? Would your argument be stronger if you deleted unnecessary fluff—anything that does not clearly relate to the topic sentence.

**Nominalizations.** English is a verbal language, which means that writers should pack important information into verbs. If you find yourself, repeatedly using the verbs to get, to do, to have, to make, and to be, then replace some of them with other more expressive verbs.

**Introductions and Conclusions.** It is important to write strong introductions and conclusions, as these are the first and last impression of your work. An introduction should never begin with your thesis statement. Ease into your topic. Give some background information, discuss an argument that your paper refutes, and/or create interest in your topic. Why should anyone want to take the time to read your paper? Likewise, put care into your conclusion. Providing a summary is fine but you should also include other elements. Discuss your contribution to the topic, relate the conclusion in some way back to the introduction, and discuss what is still left to be done, or end with a vivid quotation.

**Good luck with your English Bachelor Educational Researches!**

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<http://www.ling-phil.ox.ac.uk/thesis/17/2/2017>  
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[www.google.com](http://www.google.com)

<http://www.the-criterion.com/V2/n2/Shahila.pdf>

[http://www.ba.osceola.k12.fl.us/docs/MLA\\_Style\\_Guide\\_BA.pdf](http://www.ba.osceola.k12.fl.us/docs/MLA_Style_Guide_BA.pdf)

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[http://www.mtroyal.ca/library/files/citation/mla\\_research.pdf](http://www.mtroyal.ca/library/files/citation/mla_research.pdf)

<http://www.tamuc.edu/academics/cvSyllabi/syllabi/201380/81248.pdf>

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&cad=rja&ved=0CFsQFjAG&url=https%3A%2F%2Fwww.mla.org%2Fjil\\_archive\\_jil\\_engfl\\_2013\\_8s&ei=hZ8KU6mUMaGG0AX0soDIAQ&usg=AFQjCNH-](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&cad=rja&ved=0CFsQFjAG&url=https%3A%2F%2Fwww.mla.org%2Fjil_archive_jil_engfl_2013_8s&ei=hZ8KU6mUMaGG0AX0soDIAQ&usg=AFQjCNH-BY0sQrJUXZlJa0gBUXwCV2MRjw&bvm=bv.61725948,d.d2k)

[BY0sQrJUXZlJa0gBUXwCV2MRjw&bvm=bv.61725948,d.d2k](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&cad=rja&ved=0CFsQFjAG&url=https%3A%2F%2Fwww.mla.org%2Fjil_archive_jil_engfl_2013_8s&ei=hZ8KU6mUMaGG0AX0soDIAQ&usg=AFQjCNH-BY0sQrJUXZlJa0gBUXwCV2MRjw&bvm=bv.61725948,d.d2k)

[http://www.nuigalway.ie/english/documents/nuig\\_english\\_1ba\\_handbook.pdf](http://www.nuigalway.ie/english/documents/nuig_english_1ba_handbook.pdf)

"mla Research Methodology" (English) handout 2013

5/3/2014 12:30 pm

<http://highmail.highlands.k12.fl.us/~vanderkr/Thesis-statement-handout.pdf>

<http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>

<http://www.nla.gov.au/openpublish/index.php/aral/article/viewFile/2184/2573.pdf>

[http://www.linguistics.illinois.edu/students/grad/matesl/thesis/documents/MA\\_Thesis\\_info.pdf](http://www.linguistics.illinois.edu/students/grad/matesl/thesis/documents/MA_Thesis_info.pdf)

<http://www.ens.unibe.ch/content/e6057/e6140/e6389/e10205/ManualforWritersofResearchPapers.pdf>

[http://www.es.uzh.ch/teaching/Downloads/Manual\\_Linguistics\\_2012.pdf](http://www.es.uzh.ch/teaching/Downloads/Manual_Linguistics_2012.pdf)

[http://www.angl-am.uni-](http://www.angl-am.uni-oldenburg.de/downloads/leitfaden_wiss_arb_wise_09-10.pdf)

[oldenburg.de/downloads/leitfaden\\_wiss\\_arb\\_wise\\_09-10.pdf](http://www.angl-am.uni-oldenburg.de/downloads/leitfaden_wiss_arb_wise_09-10.pdf)

[https://www.leuphana.de/fileadmin/user\\_upload/Forschungseinrichtungen/ifes/StyleSheetIESApril2012.pdf](https://www.leuphana.de/fileadmin/user_upload/Forschungseinrichtungen/ifes/StyleSheetIESApril2012.pdf)

<https://www.vaniercollege.qc.ca/tlc/writing-guide/writing-guide.pdf>

<http://www.vaniercollege.qc.ca/tlc/tipsheets/writing/thesis-statement.pdf>

## Appendices

### Appendix 1: Title Page



UNIVERSITY OF HODEIDAH  
FACULTY OF EDUCATION - (ZABID)  
DEPARTMENT OF ENGLISH  
[pt. 16, Centered]

**TITLE IN ENGLISH**  
[pt. 18, Bold, Centered]

English bachelor educational research  
[pt. 16, Centered]

Prepared By:

**Name (s), Surname (s)**  
University Card No. ....  
[pt. 14, Bold, Centered]

Supervised By

**Dr. Abdullah Shaghi,**  
Assistant Professor of Linguistics  
[pt. 14, Bold Centered]

This English Bachelor Educational Research was submitted as a Partial Fulfillment  
of the requirements for the B.Ed. in English Studies with special reference to ELT /  
EFL, Literature/Literary Studies, or Linguistics

Second Semester

30 / July / 2021  
[pt. 16, Centered]

## Appendix 2: Certificate of Supervisor

I hereby certify that this English Bachelor Educational Research entitled  
“.....”  
.....” was submitted  
by (1) ....., (2) .....  
(3) ....., (4) .....  
(5) ....., and (6) ..... as a  
partial fulfillment of the requirements for the B.Ed. degree in English Studies with  
special reference to ELT / EFL, Literature/Literary Studies, or Linguistics has been  
completed under my supervision.

**Supervisor: Dr. Abdullah Shaghi**

Dr. Abdullah Shaghi, Assistant Professor of Linguistics, Member of English Department, Mobile: +967 737 486  
768, Email: <abdullah.shaghi@gmail.com>, <drabdullahshaghi@gmail.com>.  
د. عبد الله شاعلي، أستاذ مساعد اللسانيات \ اللغويات، عضو قسم اللغة الإنجليزية

## **Appendix 3: Declaration of Academic Integrity**

### **Declaration of Academic Integrity**

I / We hereby declare that this English Bachelor Educational Research is my / our own and does not contain any unacknowledged material from any source. The work provided in this English Bachelor Educational Research, unless otherwise referenced, is the researcher's/ researchers own work, and has not been submitted elsewhere for any other degree or qualification.

Student Name/Students Names:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Date:

Signed:



## **Appendix 4: Dedication**

### **Dedication**

This English Bachelor Educational Research is dedicated with love and regard to:

Our faithful wives / sisters / brothers / friends / classmates, our parents / mothers /  
fathers and the soul of our fathers / mothers / parents.

## **Appendix 5: Acknowledgements**

### **Acknowledgements**

By finishing this English bachelor educational research, we would like, with our deep appreciation, our supervisor Dr. Abdullah Shaghi for his priceless guidance and encouragement during all the stages of this English bachelor educational research.

We would like also to thank all the staff of Department of English, Zabid-Faculty of Education, Hodeidah University for their great help they offered us as well as for the precious information they gave us.

This English Bachelor Educational Research would not have been accomplished without the continuous support of our families / teachers / classmates / friends to whom our special love and gratitude.

This English Bachelor Educational Research (EBER No. ...) was supported by the English Department, Zabid-Faculty of Education, Hodeidah University.

## Appendix 6: Abstract in English and Arabic

### Abstract in English and Arabic

#### A Contrastive Study of Attributive Adjectives in English and Arabic

Enas Abdul Razzaq Hobí

Asst. Instructor/Al-Ma'moon University College

#### Abstract in English

This study is an attempt to point out the similarities and differences of attributive adjective, the most common type of adjectives in English and Arabic. Section one studies the attributive adjective in English; its position, form, semantic features and syntactic function. Section two investigates the attributive adjective in Arabic; its position, form, and syntactic features. Section three makes a comparison to show the similarities and differences of attributive adjectives in English Language and Arabic Language.

#### Abstract in Arabic

#### دراسة مقارنة للصفة المنسوبة في اللغة الانكليزية واللغة العربية

م. م إيناس عبد الرزاق هوبي  
قسم الترجمة/كلية المأمون الجامعة

هذه الدراسة محاولة لتحديد التشابه والاختلافات في الصفة المنسوبة (، وهو النوع الأكثر شيوعاً من الصفات في اللغة الانكليزية واللغة العربية. القسم الأول: يدرس الصفة المنسوبة في اللغة الانكليزية: موقعها، شكلها، خواصها الدلالية ووظيفتها النحوية. القسم الثاني: يبحث في الصفة المنسوبة في اللغة العربية: موقعها، شكلها وخواصها النحوية. القسم الثالث: يعقد مقارنة لبيان التشابهات والاختلافات في الصفة المنسوبة في اللغة الانكليزية والعربية.

## Appendix 7: Table of Contents

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## Appendix 8: Previous Exam Question Papers

Republic of Yemen  
Hodeidah University  
Faculty of Education-Zabid  
Central Control for the Examinations  
Department: English  
Level: 4th Year  
Course: Research Methodology  
Time of Exam: 3 Hours  
Teacher of Exam: Dr. Abdullah Shaghi  
Day and Date of Exam: Thursday 25/09/2020

بسم الله  
الرحمن الرحيم  
In the Name  
of Allah



الجمهورية اليمنية  
جامعة الحديدة  
كلية التربية - زبيد  
الكنترول المركزي للامتحانات  
القسم: الدراسات الانجليزية  
المستوى: الرابع  
المقرر: Research Methodology  
زمن الامتحان: 3 ساعات  
أسناد المقرر: د. عبد الله شاعي  
يوم وتاريخ الامتحان: الخميس 25/09/2020

**الامتحان النهائي للفصل الدراسي الثاني - Final Exam of the 2nd Semester 2019/2020**

**I. Say whether the following statements are true (T) or false (F): (1 x 10 = 10 Marks)**

1. Primary Sources provide Secondary Data and Secondary Sources provide Primary Data. T/F
2. The philosophy common to all research methods is given the name of scientific method. T/F
3. The two terms, research and scientific method, are closely related. T/F
4. EBER is an abbreviation that refers to English Bachelor Educational Research. T/F
5. The last two groups of Research Methods are generally taken as the analytical tools of research. T/F
6. The science of studying how research is done scientifically is known as Research Methodology. T/F
7. The three research types are quantitative research, qualitative research, and mixed research. T/F
8. To get a research degree is one of the possible motives of research. T/F
9. The scope of research methodology is wider than that of research methods. T/F
10. Data Collection, Statistical Techniques, and Evaluation are three groups of Research Methods. T/F

**II. Use these five terms and statements: ((A), Data Collection, (B) Empirical Research, (C) Mixed Research, (D) Conclusion, and (E) Observation) to complete the following statements appropriately: (2x5=10 Marks)**

1. \_\_\_\_\_ is one of the methods for collecting primary data.
2. \_\_\_\_\_ is one of the structures of EBER.
3. \_\_\_\_\_ is one of the three groups of Research Methods.
4. \_\_\_\_\_ is one of the Research Types.
5. \_\_\_\_\_ is one of the Other Types of Research Methods.

**III. Define briefly any THREE of the following topics. (3 x 5 = 15 Marks)**

1. Research	5. Bachelor's Degree	9. Research Problem
2. Observation	6. EBER	10. APA
3. MLA	7. Research Methods	11. Primary Sources
4. Scientific Research	8. Primary Data	12. Research Methodology

**IV. Write short notes on any TWO of the following topics: (2 x 10 = 20 Marks)**

1. Structure of Your EBER	5. Objectives of Research	9. Originality of Research
2. Descriptive Research	6. Motivation of Research	10. Theoretical Research
3. Questionnaire	7. Definition of Hypothesis	11. Empirical Research
4. Secondary Data	8. Secondary Sources	12. English Bachelor Educational Research

**V. Write an essay on any ONE of the following topics. (1 x 15 = 15 Marks)**

1. Types of Research	4. Other Types of Research Methods
2. Research and Scientific Method	5. Research Methods vs. Research Methodology
3. Meaning and Nature of Research	6. Summary of Your Own EBER

© Good Luck! ©

**Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, Research Methodology, Final-Exam (Regulars), Thursday 25/09/2020**

Republic of Yemen  
Hodeidah University  
Faculty of Education-Zabid  
Central Control for the Examinations  
Department: English  
Level: 4th Year  
Course: Research Methodology  
Time of Exam: 3 Hours  
Teacher of Exam: Dr. Abdullah Shaghi  
Day and Date of Exam: Sunday 01/09/2019

بسم الله  
الرحمن الرحيم  
In the Name  
of Allah



الجمهورية اليمنية  
جامعة الحديدة  
كلية التربية - زبيد  
الكنترول المركزي للامتحانات  
القسم: الدراسات الانجليزية  
المستوى: الرابع  
المقرر: Research Methodology  
زمن الامتحان: 3 ساعات  
أسناد المقرر: د. عبد الله شاعي  
يوم وناريخ الامتحان: الأحد 01/09/2019

الامتحان النهائي للفصل الدراسي الثاني 2018-2019 م Final Exam of the 2nd Semester 2018/2019

**I. Say whether the following statements are true (T) or false (F):** (1 x 10 = 10 Marks)

1. The two terms, research and scientific method, are closely related. T/F
2. The science of studying how research is done scientifically is known as Research Methodology. T/F
3. The three research types are quantitative research, qualitative research, and mixed research. T/F
4. The term research is related to the meaning of scientific method. T/F
5. The scope of research methodology is wider than that of research methods. T/F
6. Observation is one of the methods for collecting primary data. T/F
7. Primary Sources provide Secondary Data and Secondary Sources provide Primary Data. T/F
8. The philosophy common to all research methods is given the name of scientific method. T/F
9. EBER is an abbreviation that refers to English Bachelor Educational Research. T/F
10. The last two groups of Research Methods are generally taken as the analytical tools of research. T/F

**II. Use these five terms and statements: ((A) It relies on empirical evidence, (B) To be of service of society, (C) Mixed Research, (D) Conclusion, and (E) To learn knowledge of Research Methodology) to complete the following statements appropriately:** (2 x 5 = 10 Marks)

1. \_\_\_\_\_ is one of the Motivations in Research.
2. \_\_\_\_\_ is one of the structures of EBER.
3. \_\_\_\_\_ is one of the certain postulates of Scientific Method.
4. \_\_\_\_\_ is one of the Research Types.
5. \_\_\_\_\_ is one of the Objectives of Research.

**III. Define briefly any THREE of the following topics.** (3 x 5 = 15 Marks)

1. Research	5. Bachelor's Degree	9. Practical Research
2. Originality of Research	6. Empirical Research	10. EBER
3. APA	7. Research Methodology	11. MLA
4. Scientific Research	8. Plagiarism of Research	12. Research Methods

**IV. Write short notes on any TWO of the following topics:** (2 x 10 = 20 Marks)

1. Objectives of Research	5. Conceptual Research	9. Exploratory Research
2. Theoretical Research	6. Structure of Your EBER	10. Descriptive Research
3. Motivation of Research	7. Definition of Hypothesis	11. Empirical Research
4. Analytical Research	8. Explanatory Research	12. English Bachelor Educational Research

**V. Write an essay on any ONE of the following topics.** (1 x 15 = 15 Marks)

1. Meaning and Nature of Research	4. Research and Scientific Method
2. Research Methods vs. Research Methodology	5. Summary of Your EBER
3. Types of Research	6. Other Types of Research Methods

© Good Luck! ©

Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, Research Methodology, Final-Exam (Regulars), Sunday 01/09/2019



Republic of Yemen  
Hodeidah University  
Faculty of Education-Zabid  
Control of the Examinations Maximum-Committee  
Department: English  
Level: 4th Year  
Course: Research Methodology  
Time of Exam: 3 Hours  
Teacher of Exam: Dr. Abdullah Shaghi  
Day and Date of Exam: Thursday 26/04/2018

بسم الله  
الرحمن الرحيم  
In the Name  
of Allah



الجمهورية اليمنية  
جامعة الحديدة  
كلية التربية - زبيد  
كترول اللجنة العليا للاختبارات  
القسم: الدراسات الانجليزية  
المستوى: الرابع  
المقرر: Research Methodology  
زمن الامتحان: 3 ساعات  
أسناد المقرر: د. عبد الله شاعي  
يوم وتأريخ الامتحان: الخميس 2018.04.26

*Final Exam of the 2nd Semester 2017/2018 م 2018-2017 الامتحان النهائي للفصل الدراسي الثاني*

**I. Say whether the following statements are true (T) or false (F): (1 x 10 = 10 Marks)**

- EBERP is an abbreviation that refers to English Bachelor Educational Research Project. T/F
- The science of studying how research is done scientifically is known as Research Methodology. T/F
- Observation exists in both qualitative research and quantitative research. T/F
- Empirical research depends on data based on research verified by observation or experiments. T/F
- The scope of research methodology is wider than that of research methods. T/F
- Observation is one of the methods for collecting primary data. T/F
- Primary Sources provide Secondary Data and Secondary Sources provide Primary Data. T/F
- Research Project means Scientific Research and vice versa. T/F
- Your Key Learnings involve EBERP, and APA or MLA citation methods and styles. T/F
- What, Why, and How are important questions in Research Methodology. T/F

**II. Use these 5 terms: ((A) Observation, (B) Encyclopedia of Language and Linguistics, (C) Qualitative Research, (D) Chapter 4, and (E) Research Problem) to complete the following statements appropriately: (2 x 5 = 10 Marks)**

- \_\_\_\_\_ is one of related terms in research and research methods.
- \_\_\_\_\_ is one of the structures of your EBERP.
- \_\_\_\_\_ is one of the research methods for collecting secondary data.
- \_\_\_\_\_ is one of types of research methods when writing your EBERP.
- \_\_\_\_\_ is one of the research methods for collecting primary data.

**III. Define briefly any THREE of the following topics. (3 x 5 = 15 Marks)**

1. Research	5. Secondary Sources	9. Research Problem
2. Research Project	6. Primary Sources	10. EBERP
3. MLA (OR) APA	7. Research Methodology	11. Bachelor's Degree
4. Scientific Research	8. Primary Data (OR) Secondary Data	12. Research Methods

**IV. Write short notes on any TWO of the following topics: (2 x 10 = 20 Marks)**

1. Observation	5. Originality of Research	9. Necessity of Defining a Problem
2. Questionnaire	6. Evaluation	10. Structure of Your EBERP
3. Plagiarism of Research	7. Definition of Hypothesis	11. Empirical Research
4. Objectives of Research	8. Motivation of Research	12. English Bachelor Educational Research Project


**V. Write an essay on any ONE of the following topics. (1 x 15 = 15 Marks)**

1. Summary of Your EBERP	4. Research and Scientific Method
2. Research Methods vs. Research Methodology	5. Meaning and Nature of Research
3. Other Types of Research Methods	6. Types of Research

© Good Luck! ©

*Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, Research Methodology, Final-Exam (Regulars), Thursday 26/04/2018*



Republic of Yemen Hodeidah University Zabid College of Education English Department Date: Thursday 12/04/2018	In the name of Allah October Exam 	Level: IV Year English Course: Research Methodology (RM) Time: 3 Hours Total Marks: 100 Teacher: Dr. Abdullah M. M. Ali Shaghi
---	---	--

**I. Say whether the following statements are True (T) or False (F): (2x10=20 Marks)**

1. Sources providing secondary data like books, journals, and previous research studies are secondary. T/F
2. A questionnaire is a written list of questions, the answers to which are recorded by respondents. T/F
3. "Every paper requires one" is one of Some Myths of Thesis Statements. T/F
4. Long quotations, foot notes/end notes, tables, and figures are double-spaced. T/F
5. Your Key Learnings involve BR Proposal, BR Project, and APA or MLA citation methods and styles. T/F
6. The Fifth Chapter: "Conclusion" is one of the structures of Bachelor Research Project. T/F
7. The "Two authors (Smith & Jones, 2004, pp. 123-126)" refers to one of In-Text Citations. T/F
8. BRP is an abbreviation that refers to Bachelor Research Project. T/F
9. The science of studying how research is done scientifically is known as Research Methodology. T/F
10. Sources providing Primary Data such as interviews, observations, and questionnaires are Primary. T/F

**II. Use these five terms: ((A) Conclusion, (B) Extracting for the purpose of study, (C) Descriptive Research, (D) Observation, and (E) Mixed Methods)) to complete the following statements appropriately: (4x5=20 Marks)**

1. \_\_\_\_\_ is one of the methods for collecting secondary data.
2. \_\_\_\_\_ is one of the methods for collecting primary data.
3. \_\_\_\_\_ is one of Types of Educational Research.
4. \_\_\_\_\_ is one of the structures of Bachelor Research Project.
5. \_\_\_\_\_ is one of other types of research methods.

**III. Define briefly any THREE of the following topics. (3x10=30 Marks)**


1. MLA (OR) APA	5. Primary Sources (OR) Secondary Sources	9. Research Methods
2. Scientific Research	6. Primary Data (OR) Secondary Data	10. Methods (OR) RP
3. Research	7. Methodology (OR) Research Methodology	11. BRP (OR) RM (OR) SR
4. A Thesis Statement	8. Research Project (OR) Square Brackets [...]	12. Bachelor's Degree

**IV. Write short notes on any THREE of the following topics. (3x10=30 Marks)**

1. Plagiarism of Research	8. Quantitative Research (OR) Seeking Supervisor Guidance
2. Objectives of Research	9. Structure of Bachelor Research Project in ELT
3. Motivation of Research	10. Bachelor of Education (B.Ed.) (OR) Chapters and Subchapters
4. Observation	11. Originality of Research (OR) Types of Educational Research
5. Questionnaire	12. Writing a Tentative Thesis Statement
6. Qualitative Research	13. Structure of Bachelor Research Project in Literary Studies
7. Mixed Methods	14. Structure of Bachelor Research Project in Linguistics

© All the Best! ☺

*Teacher & Examiner: Dr. Abdullah Shaghi, 4thYE, Research Methodology, Repeaters Exam, 2<sup>nd</sup>  
Semester, Thursday 12/04/2018*

Republic of Yemen Hodeidah University Zabid College of Education English Department Date: Wednesday 18/10/2017	In the name of Allah October Exam 	Level: IV Year English Course: Research Methodology (RM) Time: 3 Hours Total Marks: 100 Teacher: Dr. Abdullah M. M. Ali Shaghi
--	---	--

**I. Say whether the following statements are True (T) or False (F): (2x10 =20 Marks)**

- Sources providing secondary data like books, journals, and previous research studies are secondary. T/F
- A questionnaire is a written list of questions, the answers to which are recorded by respondents. T/F
- "Every paper requires one" is one of Some Myths of Thesis Statements. T/F
- Long quotations, foot notes/end notes, tables, and figures are double-spaced. T/F
- Your Key Learnings involve BR Proposal, BR Project, and APA or MLA citation methods and styles. T/F
- The Fifth Chapter: "Conclusion" is one of the structures of Bachelor Research Project. T/F
- The "Two authors (Smith & Jones, 2004, pp. 123-126)" refers to one of In-Text Citations. T/F
- BRP is an abbreviation that refers to Bachelor Research Project. T/F
- The science of studying how research is done scientifically is known as Research Methodology. T/F
- Sources providing Primary Data such as interviews, observations, and questionnaires are Primary. T/F

**II. Use these five terms: ((A) Conclusion, (B) Extracting for the purpose of study, (C) Descriptive Research, (D) Observation, and (E) Mixed Methods)) to complete the following statements appropriately: (4x5=20 Marks)**

- \_\_\_\_\_ is one of the methods for collecting secondary data.
- \_\_\_\_\_ is one of the methods for collecting primary data.
- \_\_\_\_\_ is one of Types of Educational Research.
- \_\_\_\_\_ is one of the structures of Bachelor Research Project.
- \_\_\_\_\_ is one of other types of research methods.

**III. Define briefly any THREE of the following topics. (3x10=30 Marks)**


1. MLA (OR) APA	5. Primary Sources (OR) Secondary Sources	9. Research Methods
2. Scientific Research	6. Primary Data (OR) Secondary Data	10. Methods (OR) RP
3. Research	7. Methodology (OR) Research Methodology	11. BRP (OR) RM (OR) SR
4. A Thesis Statement	8. Research Project (OR) Square Brackets [...]	12. Bachelor's Degree

**IV. Write short notes on any THREE of the following topics. (3x10=30 Marks)**

1. Plagiarism of Research	8. Quantitative Research (OR) Seeking Supervisor Guidance
2. Objectives of Research	9. Structure of Bachelor Research Project in ELT
3. Motivation of Research	10. Bachelor of Education (B.Ed.) (OR) Chapters and Subchapters
4. Observation	11. Originality of Research (OR) Types of Educational Research
5. Questionnaire	12. Writing a Tentative Thesis Statement
6. Qualitative Research	13. Structure of Bachelor Research Project in Literary Studies
7. Mixed Methods	14. Structure of Bachelor Research Project in Linguistics

© All the Best! ☺

**Teacher & Examiner: Dr. Abdullah Shaghi, 4<sup>th</sup>YE, Research Methodology, October Exam, 2<sup>nd</sup> Semester,  
Wednesday 18/10/2017**

Republic of Yemen Hodeidah University Zabid College of Education English Department Date: Tuesday 09/05/2017	In the name of Allah Final Exam (Regulars) 	Level: IV Year English Course: Research Methodology (RM) Time: 3 Hours Total Marks: 70 Teacher: Dr. Abdullah M. M. Ali Shaghi
--	--	---

**I. Say whether the following statements are True (T) or False (F): (1x10 =10 Marks)**

- BRP is an abbreviation that refers to Bachelor Research Project. T/F
- The science of studying how research is done scientifically is known as Research Methodology (RM). T/F
- Sources providing secondary data such as books, journals, and previous research studies are primary. T/F
- A questionnaire is a written list of questions, the answers to which are recorded by respondents. T/F
- "Every paper requires one" is one of Some Myths of Thesis Statements. T/F
- The "Two authors (Smith & Jones, 2004, pp. 123-126)" refers to one of In-Text Citations. T/F
- Sources providing Primary Data such as interviews, observations, and questionnaires are Secondary. T/F
- Long quotations, foot notes/end notes, tables, and figures are double-spaced. T/F
- Your Key Learnings involve BR Proposal, BR Project, and APA or MLA citation methods and styles. T/F
- The Fifth Chapter: "Conclusion" is one of the structures of Bachelor Research Project. T/F

**II. Use these 5 terms: ((A) Observation, (B) Extracting for the purpose of study, (C) Descriptive Research, (D) Title Page, and (E) Expressing only one idea about one topic) to complete the following statements appropriately: (2x5=10 Marks)**

- \_\_\_\_\_ is one of Tips of Thesis Statements.
- \_\_\_\_\_ is one of the structures of Bachelor Research Project.
- \_\_\_\_\_ is one of the methods for collecting secondary data.
- \_\_\_\_\_ is one of other types of research methods.
- \_\_\_\_\_ is one of the methods for collecting primary data.

**III. Define briefly any THREE of the following topics. (3x5=15 Marks)**

1. Research	2. Methodology (OR) Research Methodology	3. Methods (OR) RP
4. A Thesis Statement	5. Research Project (OR) Square Brackets [...]	6. BRP (OR) RM (OR) SR
7. MLA (OR) APA	8. Primary Sources (OR) Secondary Sources	9. Bachelor's Degree
10. Scientific Research	11. Primary Data (OR) Secondary Data	12. Research Methods

**IV. Write short notes on any TWO of the following topics. (2x10=20 Marks)**

1. Observation	2. Bachelor of Education (B.Ed.) (OR) Chapters and Subchapters
3. Questionnaire	4. Originality of Research (OR) Constructing a Comprehensive Outline
5. Plagiarism of Research	6. Writing a Tentative Thesis Statement (OR) Seeking Supervisor Guidance
7. Objectives of Research	8. Quantitative Research (OR) Qualitative Research OR Mixed Methods
9. Motivation of Research	10. Structure of Bachelor Research Project in ELT/Literary Studies/Linguistics


**V. Write an essay on any ONE of the following topics. (1x15=15 Marks)**

1. Summary of Your Bachelor Research Project (PRP)	2. Types of Educational Research
3. Constructing a Tentative Proposal for the BR Proposal	4. Summary of Your BR Proposal
5. Research Methodology and Major Areas of BR Projects	6. Other Types of Research Methods

©  All the Best!  ©

**Teacher & Examiner: Dr. Abdullah Shaghi, 4thYE, Research Methodology, Final Exam (Regulars), 2<sup>nd</sup> Semester, Tuesday 09/05/2017**



<b>Republic of Yemen</b> <b>Hodeidah University</b> <b>Zabid College of Education</b> <b>Department of English</b> <b>Date: Wednesday 18/05/2016</b>	<b>In the name of Allah</b> <b>Final Exam (Regulars)</b> 	<b>Level: IV Year English</b> <b>Course: Research Methodology (RM)</b> <b>Time: 3 Hours</b> <b>Total Marks: 70</b> <b>Teacher: Dr. Abdullah Shaghi</b>
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**I. Say whether the following statements are True (T) or False (F): (1x10 =10 Marks)**

1. In Research Methodology, BRP is an abbreviation of Bachelor Research Project. T/F
2. Research Methodology (RM) is the science of studying how research is done scientifically. T/F
3. Definition of the Research Project (RP) and Scientific Research (SR) mean the same thing. T/F
4. Primary sources provide primary data such as interviews, observations and questionnaires. T/F
5. Writers/Researchers of the Bachelor Research Project start numbering pages from introduction page. T/F
6. The "One author (Smith. 2005) (Smith. 2005, p. 123)" refers to one of In-Text Citations. T/F
7. In references, writing the title of M.A. thesis is written in italics. T/F
8. Long quotations, foot notes/end notes, tables, and figures are single-spaced. T/F
9. Writers/Researchers of the Bachelor Research Project start each chapter in a new page. T/F
10. The "Chapter One: Introduction" is one of the conventional structures of Bachelor Research Project. T/F

**II. Use these 5 terms: ((i) Longer Quotations, (ii) Quotations, (iii) Citing Quotations, (iv) Short Quotations (v) In-Text Citations) to complete the following statements appropriately: (3x5=15 Marks)**

1. 'One author (Smith. 2005) (Smith. 2005, p. 123)' refers to one of \_\_\_\_\_.
2. "'The Results were ambiguous" (Lobov. 2001, p. 123)' refers to one of \_\_\_\_\_.
3. 'Quotations of less than 3 lines in 1.5-spaced and with quotation marks' refers to one of \_\_\_\_\_.
4. 'The exact accurate words of the author with same punctuation and spelling' refers to one of \_\_\_\_\_.
5. 'Quotations of more than 3 lines in single-spaced and without quotation marks' refers to one of \_\_\_\_\_.

**III. Define briefly any THREE of the following topics. (3x5=15 Marks)**

1. Research	2. Methodology OR Research Methodology	3. Methods OR Research Methods
4. A Thesis Statement	5. Quotations OR Square Brackets [...]	6. RM OR RP OR SR OR BRP
7. APA OR MLA	8. Primary Sources OR Secondary Sources	9. Literature Review/Previous Works

**IV. Write short notes on any TWO of the following topics. (2x7.5=15 Marks)**


1. Objectives of Research	2. Structure of Bachelor Research Project in ELT / Literary Studies / Linguistics
3. Motivation of Research	4. Quantitative Research OR Qualitative Research OR Mixed Methods
5. Plagiarism of Research	6. Originality of Research OR Chapters and Subchapters

**V. Write an essay on any ONE of the following topics. (1x15=15 Marks)**

1. Types of Educational Research	2. Research Methodology & Major Areas of Bachelor Research Project
3. Proposal for Your BRP	4. Objectives of Research, Motivation of Research and Key Learnings
5. Other Types of Research Methods	6. Summary of Your Own Bachelor Research Project

☺ 🍀 Good Luck! 🍀 ☺

**Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, RM, Final Exam (Regulars), 2<sup>nd</sup> Semester, Wednesday 18/05/2016**

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: Wednesday 04 /06/2014	In the name of Allah <b>Final Exam (Regulars)</b> 	Level & Course: IV Year English Subject: Research Methodology (RM) Time: 3 hours Total marks: 70 Teacher: Dr. Abdullah Shaghi
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**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT  
IN YOUR ANSWER BOOK**

**I. TRUE / FALSE (T/F):** Read the following statements. Guess if 1-10 below are true (T) or false (F):  
(3x5 =15 marks)

- One of the basic types of research is the Descriptive vs. Analytical Research. T/F
- All those methods that are used for conduction of research represent the Research Methods. T/F
- The science of studying how research is done scientifically represents the Research methodology. T/F
- It's a Wonderful Life* (1946) Dir. Frank Capra. RKO is a format for film-references in list of works cited. T/F
- Parenthetical Citation and In-Text-Citation refers to the same thing: documenting in the text. T/F
- Chomsky (1990a: 3) introduced the term (...) is a format for references in-text-citation. T/F
- The integral parts of scientific method are constituted in "Experimentation and Survey investigations" T/F
- The scope of Research Methodology is wider than that of Research Methods. T/F
- Paraphrasing involves putting a passage from the source material into your own words. T/F
- The Introduction is one of the conventional structures of research paper/project. T/F

**II. Use these 5 terms/phrase: ((i) Summarizing, (ii) Secondary Sources, (iii) Primary Sources, (iv) Citation (v) Paraphrasing) to complete the following statements appropriately.**

(2 x 5= 10 marks)

- \_\_\_\_\_ involves putting a passage from the source material into your own words.
- \_\_\_\_\_ involves using the original sources such as primary texts and works of literature.
- \_\_\_\_\_ involves putting the main idea(s) of the secondary source into your own words.
- \_\_\_\_\_ involves using the secondary texts that describe, analyze and criticize the primary ones.
- \_\_\_\_\_ involves using the in-text-citation and the citation in the list of work cited/references.

**III. Define briefly any THREE of the following topics.**

(3x5 = 15 marks)

1. Research	2. Research Problem	3. Research Methods
4. Thesis Statement	5. Parenthetical Citation	6. Introduction
7. Research Methodology	8. Conclusion	9. Literature Review /Previous Works

**IV. Write short notes with illustrations on any TWO of the following topics.**

(2 x 5= 10 marks)

1. Objectives of Research	2. Plagiarism
3. Books vs. Articles in the Works Cited	4. Motivation of Research
5. Necessity of defining a problem	6. Meaning and Nature of Research

**V. Write an essay on any ONE of the following topics.**

(1x20 =20 marks)

1. Summary of your own Research Paper	2. Research Methods vs. Research Methodology
3. Research and Scientific Method	4. Summary of the Course Research Methodology (RM)
5. Types of Research	6. Structure of Research Paper (ELT / Literature / Linguistics)

☺☺ Good luck! ☺☺

Teacher & Examiner: Dr. Abdullah Shaghi, 4<sup>th</sup>YE, RM, Final Exam (Regulars), 2<sup>nd</sup> Semester, Wednesday 04 /06/2014

Republic of Yemen  
Hodeidah University  
Zabid College of Education  
Department of English  
Date: Thursday 20/06/2013

In the name of Allah  
Final Exam (Regular)



Level & Course: IV Year English  
Subject: Research Methodology (RM)  
Time: 3 hours  
Total marks: 70  
Teacher: Dr. Abdullah Shaghi

**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT  
IN YOUR ANSWER BOOK**

**I. TRUE / FALSE (T/F): Read the following statements. Guess if 1-10 below are true (T) or false (F):  
(3x5=15 marks)**

1. One of the basic types of research is the Descriptive versus Analytical Research. T / F
2. All those methods that are used for conduction of research represent Research methodology. T / F
3. The science of studying how research is done scientifically represents Research Methods. T / F
4. The relevant literature is what has been previously written about the subject the researcher treat. T / F
5. For the researcher, making a survey of the relevant literature is the first thing in doing the research. T / F
6. Chomsky (1990a: 3) introduced the term (...) is a format for references in the text. T / F
7. The integral parts of scientific method are constituted in "Experimentation and Survey investigations" T / F
8. The scope of Research Methods is wider than that of Research Methodology. T / F
9. The length of the bachelor graduate research paper is expected to be between 4000-5000 words. T / F
10. The conclusion is one of the conventional structures of research paper/project T / F

**II. Use these 5 terms: ((i) *Italicization and upper case*, (ii) *Double quotes or capitals*, (iii) *Double quotations*, (iv) *Longer quotations*, (v) *Italicization*) to complete the following statements appropriately.  
(2 x 5= 10 marks)**

1. \_\_\_\_\_ should be intended and set apart from the text.
2. \_\_\_\_\_ should be used when quoting from the literature.
3. \_\_\_\_\_ should be used when citing letters, words or phrases as linguistic examples.
4. \_\_\_\_\_ should be used when introducing technical concepts.
5. \_\_\_\_\_ should be used for the titles of books in the references at the end of the text.

**III. Define briefly any three of the following topics. (3x5=15 marks)**

1. Research Problem	2. Research Methods	3. Research
4. Hypothesis	5. Quotations	6. Conclusion
7. Research Methodology	8. Introduction	9. Previous work

**IV. Write short notes with illustrations on any two of the following topics. (2 x 5= 10 marks)**


1. Objectives of Research	2. Plagiarism
3. Results and analysis	4. Motivation of Research
5. Necessity of defining a problem	6. Sources and how to use them

**V. Write an essay on any one of the following topics. (1x20=20 marks)**

1. Summary of your own research paper	2. Research and Scientific Method
3. Types of Research	4. Meaning and Nature of Research
5. Research Methods versus Research Methodology	6. How to organize the research paper?

© Best wishes & Good luck! ©  
Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, RM, Regular, Thursday 20/06/2013



Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: 5/07/2012	In the name of Allah Final Exam (Regular) 	Level & Course: IV Year English Subject: Research Morphology (RM) Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah Shaghi
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**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT  
IN YOUR ANSWER BOOK**

**I. TRUE / FALSE (T/F): Read the following statements. Guess if 1-10 below are true (T) or false (F):**

**(10 x 3 = 30 marks)**

1. Research is an academic activity and should be used in a technical sense. T / F
2. Research methodology is understood as all those methods that are used for conduction of research. T / F
3. Research Methods are understood as a science of studying how research is done scientifically. T / F
4. "To gain familiarity with a phenomenon" is one of the possible motives for doing research. T / F
5. "Desire to get a research degree" is one of the objectives of research. T / F
6. "Descriptive vs. Analytical" is one of the basic types of research. T / F
8. The scope of Research Methods is wider than that of Research Methodology. T / F
8. "Experimentation and Survey investigations" constitute the integral parts of scientific method T / F
9. The bachelor research paper is expected to make an original or novel contribution to knowledge. T / F
10. In spacing as a process of formatting, long quotations, footnotes, tables and figures are single spaced. T / F

**II. Use these 5 terms: (In text citation, Short quotations, In reference citation, Longer quotations, The title page) to complete the following statements appropriately.**

**(6x5 =30 marks)**

1. \_\_\_\_\_ should be incorporated within the text.
2. \_\_\_\_\_ (more than three lines) are set out separately.
3. \_\_\_\_\_ is one of the conventional structures of research paper/project.
4. \_\_\_\_\_, the internet sources are mentioned in order of appearance in the text.
5. \_\_\_\_\_, "Online 1" should be written to refer to an internet source without the author and the title.

**III. Define briefly any three of the following topics.**

**(3 x 10 = 30 marks)**

1. Research Problem	2. Research Methods	3. Abstract
4. Hypothesis	5. Quotations	6. Conclusions
7. Research Methodology	8. Theses	9. (Table of) Contents

**IV. Write short notes with illustrations on any two of the following topics.**



**(2 x 15 = 30 marks)**

1. Objectives of Research	2. Plagiarism in Research Paper/Project
3. Motivation of Research	4. Introduction in Research Paper/Project
5. Necessity of defining a problem	6. Chapters and Subchapters in Research Paper/Project


**V. Write an essay on any one of the following topics.**

**(1 x 30 = 30 marks)**

1. Meaning and Nature of Research	2. Research and Scientific Method
3. Types of Research	4. References
5. Research Methods versus Research Methodology	6. Conventions for writing bachelor research paper

©  Best wishes & Good luck!  ©

Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, RM, Regular, 05-07-2012

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: 27/11/2012	In the name of Allah October Exam 	Level & Course: IV Year English Subject: Research Morphology (RM) Time: 3 hours Total marks: 100 Teacher: Dr. Abdullah Shaghi
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**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT  
IN YOUR ANSWER BOOK**

**I. Say whether the following statements are true (T) or false (F):** (10 x 2= 20 marks)

1. Research increases your knowledge and understanding of the subject. ( )
2. Research is an academic activity and should be used in a technical sense. ( )
3. Research Methods are understood as a science of studying how research is done scientifically. ( )
4. One of the possible motives for doing research is "To gain familiarity with a phenomenon". ( )
5. The descriptive method is one of the types of research methods. ( )
6. "Descriptive vs. Analytical" is one of the basic types of research. ( )
8. The scope of Research Methodology is wider than that of Research Methods. ( )
8. "Desire to get a research degree" is one of the objectives of research. ( )
9. In spacing as a process of formatting, long quotations, footnotes, tables and figures are single spaced. ( )
10. Selecting a suitable topic, conducting research, compiling a working bibliography, taking notes, outlining, and preparing the paper are activities performed by nearly all writers of research paper. ( )

**II. Use these 5 terms: (In text citation, Short quotations, In reference citation, Longer quotations, The title page) to complete the following statements appropriately.** (5 x 4= 20 marks)

1. \_\_\_\_\_ should be incorporated within the text.
2. \_\_\_\_\_ (more than three lines) are set out separately.
3. \_\_\_\_\_ is one of the conventional structures of research paper/project.
4. \_\_\_\_\_, the internet sources are mentioned in order of appearance in the text.
5. \_\_\_\_\_, "Online 1" should be written to refer to an internet source without the author and the title.

**III. Define briefly any four of the following topics.** (4 x 5 = 20 marks)



1. Primary Research	2. Research Methods	3. Secondary Research
4. Hypothesis	5. Quotations	6. Conclusions
7. Research Methodology	8. Bibliographies	9. Research Problem

**IV. Write short notes with illustrations on any two of the following topics.** (2 x 10 = 20 marks)

1. Objectives of Research	2. Plagiarism in Research Project
3. Motivation of Research	4. Types of research
5. Research paper as a form of communication	6. Chapters and Subchapters in Research Project

**V. Write an essay on any one of the following topics.** (1 x 20= 20 marks)

1. Research Methodology	2. Meaning and Nature of Research
3. Types of research	4. References or Reference works
5. Research Methods vs. Research Methodology	6. Research Methods

©  Best wishes & Good luck!  ©

Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, R.M, October Exam, 27/11/2012



## Appendix 9: English Bachelor Educational Research Assessment

Republic of Yemen  
Hodeidah University  
Faculty of Education-Zabid  
English Department  
Course: Research Methodology  
Level: 4<sup>th</sup> Year English  
Date: 30/July/2021

بسم الله الرحمن الرحيم  
In the Name of Allah  
Most Gracious Most Merciful



الجمهورية اليمنية  
جامعة الحديدة  
كلية التربية - زبيد  
قسم الدراسات الإنجليزية  
المقرر: منهجية البحث  
المستوى: رابع انجليزي  
التاريخ: 30 ايلول 2021

### English Bachelor Educational Research (EBER) Assessment (Self-Assessment, Co-Supervisor-Assessment and Supervisor-Assessment)

Dr. Abdullah M. M. Ali Shaghi designs this English Bachelor Educational Research (EBER) Assessment in May 2013. It is updated in May 2014, May 2016, May 2017, May 2018, September 2019, September 2020, and July 2021. It is for the IV-Year B Ed. English students, Research Methodology, a Simplified Course-Book, English Department, Zabid-College of Education, Hodeidah University, Second Semester, 2017-2018. The Bachelor Research Project (hereafter EBER) based on the MLA Style guide or the APA Style guide is written in English and in the major area of English Literary Studies, ELT/EFL, and (English-Arabic) Linguistics. This bachelor research project will be submitted as a Partial Fulfillment of the requirements for the B.Ed. in one of the abovementioned major area. Total Marks: 30.

Name of Teacher and Supervisor: Dr. Abdullah Shaghi, Assistant Professor of Linguistics  
Students and interested readers can find the author's own uploads in the link:

([https://archive.org/details/@dr\\_abdullah\\_shaghi](https://archive.org/details/@dr_abdullah_shaghi))

Title of your English Bachelor Educational Research (No. EBER2021...) in English And its Arabic Translation		
Tick (✓) Major Area of Your English Bachelor Educational Research (No. EBER2021...)	EBER in English Literary Studies ( )	
	EBER in ELT/EFL ( )	
	EBER in (English-Arabic) Linguistics ( )	
Names of the researchers of the English Bachelor Educational Research (No. EBER 2021...). Write only your first name and last name	1.	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.
Name of Supervisor of your EBER2021...	Dr. Abdullah Shaghi. An Assistant Professor of Linguistics	

Circle the level of assessment (1 = Excellent, 2 = Very-Good, 3 = Good, and 4 = Pass) of the ability in completing the writing of the Bachelor Research Project (EBER) properly:

No.	Statements of Assessments	Levels of Assessments of Assessors											
		Self-Assessment				Teacher Assessment				Supervisor-Assessment			
		1	2	3	4	1	2	3	4	1	2	3	4
1	1st Title Cover Page of your EBER shown without number "i" is	1	2	3	4	1	2	3	4	1	2	3	4
2	The EBER topic defined is	1	2	3	4	1	2	3	4	1	2	3	4
3	2nd Page of the Certificate of Supervisor shown without number "ii" is	1	2	3	4	1	2	3	4	1	2	3	4
4	Declaration of Academic Integrity as page iii is	1	2	3	4	1	2	3	4	1	2	3	4
5	Dedication as page iv is	1	2	3	4	1	2	3	4	1	2	3	4
6	Acknowledgements as page v is	1	2	3	4	1	2	3	4	1	2	3	4

7	Abstract in English and Arabic as page vi is	1 2 3 4	1 2 3 4	1 2 3 4
8	Abstract showing (background, purpose, methods, results, and main conclusions of your EBER2021...) is	1 2 3 4	1 2 3 4	1 2 3 4
9	Table of Contents as page vii	1 2 3 4	1 2 3 4	1 2 3 4
10	Chapter One: Introduction in page 1 is	1 2 3 4	1 2 3 4	1 2 3 4
11	Establishing in the introduction a thesis statement developed within the EBER2021... is	1 2 3 4	1 2 3 4	1 2 3 4
12	The introduction developed with answers to the 1st and 2nd key research questions: WHAT, and WHY is	1 2 3 4	1 2 3 4	1 2 3 4
13	The introduction established subtopics covered in the EBER2021... is	1 2 3 4	1 2 3 4	1 2 3 4
14	Chapter Two: Literature Review in a new page is	1 2 3 4	1 2 3 4	1 2 3 4
15	Referring to previous work(s) is	1 2 3 4	1 2 3 4	1 2 3 4
16	Chapter Three: Research Methodology in a new page is	1 2 3 4	1 2 3 4	1 2 3 4
17	The research methodology developed with an answer to the 3rd key research questions: HOW is	1 2 3 4	1 2 3 4	1 2 3 4
18	Chapter Four: Main Body / Results and Discussion in a new page	1 2 3 4	1 2 3 4	1 2 3 4
19	Chapter Five: Conclusions in a new page is	1 2 3 4	1 2 3 4	1 2 3 4
20	Conclusions including summary of main findings/results, description of implications, limitations, and directions for further study/research of your EBER2021... are	1 2 3 4	1 2 3 4	1 2 3 4
21	References / Works Cited (in APA / MLA Style) in a new page is	1 2 3 4	1 2 3 4	1 2 3 4
22	Researchers' own words used are	1 2 3 4	1 2 3 4	1 2 3 4
23	Other writer's words in quotation marks are	1 2 3 4	1 2 3 4	1 2 3 4
24	The correct numbers of chapters and subchapters are	1 2 3 4	1 2 3 4	1 2 3 4
25	The correct spellings used are	1 2 3 4	1 2 3 4	1 2 3 4
26	The correct punctuations used are	1 2 3 4	1 2 3 4	1 2 3 4
27	Proofreading for grammatical errors is	1 2 3 4	1 2 3 4	1 2 3 4
28	Maintaining one verb tense and choosing active and precise verbs whenever possible are	1 2 3 4	1 2 3 4	1 2 3 4
29	Explanation/definition/emphasis/abbreviation of unfamiliar terms/concepts is	1 2 3 4	1 2 3 4	1 2 3 4
30	EBER2021... conformation to specifications for MLA/APA, margins, A4 paper size, 14 font-size, 1.5 space, pages, length, etc., is	1 2 3 4	1 2 3 4	1 2 3 4
31	Long quotations, foot notes/end notes, tables, and figures with single-spaced are	1 2 3 4	1 2 3 4	1 2 3 4
32	The Completion of your EBER2021... is	1 2 3 4	1 2 3 4	1 2 3 4

## Appendix 10: Reference Guide

### General Introductions, Surveys

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